DOCUMENT RESUME

ED 042 458 LI 001 870

AUTHOR	Lieberman, Irving
TITLE	Libraries and the Unreached; Narrative Evaluation Report on the Institute for Advanced Study for Librarians under Higher Education Act, Title II-B, Aug. 10 to 22, 1969.
INSTITUTION	Washington State Library, Olympia.; Washington Univ., Seattle. School of Librarianship.
PUB DATE	69
NOTE	76p.
AVAILABLE FROM	School of Librarianship, University of Washington, Seattle, Washington 98105
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	Community Service Programs, *Disadvantaged Groups, Library Education, Library Instruction, Library Programs, *Library Services, *Social Responsibility

ABSTRACT

The University of Washington held two one-week programs for library personnel to provide: (1) background information about disadvantaged and minority groups who are "unreached" by library services; (2) knowledge of "outreach" approaches and materials for use in library services; (3) understanding of, and empathy for, problems of the deprived; (4) awareness of social changes affecting libraries; (5) desire for commitment to the library's major role in changing attitudes and in becoming a vital force in our society. The recommended library service improvement programs are mostly on a small scale, person-to-person approach. Some of the suggestions include: (1) training more ethnic groups to work in libraries, (2) employing bilingual librarians in communities that speak two languages, (3) purchasing library materials that are in the language of the community, (4) purchasing library materials that will help the community understand and solve its problems, (5) working with the Visiting Nurse Association to reach shut-ins and (6) training all staff members to have a friendly and outgoing attitude. (MF)

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NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR ADVANCED STUDY FOR LIBRARIANS UNDER HIGHER EDUCATION ACT, TITLE II-B

SUBJECT:	"LIBRARIES AND THE UNREACHED"
AT:	UNIVERSITY OF WASHINGTON SEATTLE, WASHINGTON 98105
DATES:	AUGUST 10 TO AUGUST 22, 1969
SUBMITTED BY:	IRVING LIEBERMAN, DIRECTOR PHONE (206) 543-1794

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I INTRODUCTION

The "disadvantaged" have been a popular topic of conversation for some years; but libraries have been, for the most part, not involved. Where there is interest it is diffuse and turned toward expectation of someone else handling the problem; where there is active concern it is handicapped by lack of specific information on the problems within the library's own area and where to go to find the information.

The attention of many states has been directed toward urban black ghettos; but within the State of Washington as well as the nearby states in the Pacific Northwest, a variety of types of needful people prevail, both in urban and in rural situations, and in a spectrum of groups of all colors. The libraries of the Pacific Northwest have been pioneers in establishing regional networks of libraries, but many of them are aware that even this step does not extend service to everyone within the area. For disadvantaged groups, library service as it now exists does not effectively communicate with them nor with their needs as a result of many economic and social factors. If libraries could find an entry into "life in the streets," they might join other agencies in forwarding desirable social changes.

The Pacific Northwest, with its variety of groups, needs, and areas to be served seemed a logical testing ground for library programs of service to the disadvantaged. But such a program, or any reaction to the problem, must move through, and with the assistance of the librarians of the region who may be aware that troubled areas exist. With so many kinds of service demanding their attention, however, those sectors in which they are unsure are slighted.

Any library action generated for provision of services must come through the interest and knowledge of public librarians. Their own reading can provide some clues, but librarians suffer from closed lines of communication with other agencies concerned with the same group, with the "experts," with the people who need to be served, and even with each other. This Institute was planned to bring members of these groups into contact to close a deep informational gap, so that librarians would become more truly aware of what they face in this sort of untouched service. Direct information about other programs being tried, about sources of funding, but mostly the give and take of ideas between concerned people can prove valuable for all involved. A drawing together of those concerned from other agencies, the libraries, outside experts and especially the street experts should have repercussions in library response.

This is another advantage of a region-wide Institute of this sort. Not only is information shared about a wide variety of needs, but observation can then be made regarding the efficacy of this approach. Is the librarians' lack of information and empathy the crucial factor? Can the librarian, armed with facts and prone to enthusiasm, provide the lever for action? Or is this an isolated influence not vital to the complete problem?

To give the experiment a fair chance, however, both library service personnel and library administrators on the actual project level should be included among the participants. They can present a well-rounded picture of their own institutions and provide a sounding board and reinforcement for each other when they return to the scene of concern.

The contact with the minority group representatives who are "where it's at" must be as free, open and honest as possible, because it is from their responses that the professionals have the most to learn.

With the knowledge that we as librarians are not reaching a large segment of our public, this Institute was planned to open new vistas for library service. The program was intended to be of specific assistance to the librarian facing the "unreached" by providing background information on the disadvantaged, descriptions of successful service programs, and an opportunity for interaction with the group and other participants.

The University of Washington, with enrollment over 32,000, was well suited to offer an Institute on this important subject. It is located in a spectacular setting in the city of Seattle, Washington. Because of its size, the quality of its faculty and its urban location, it is able to draw upon the combined professional and cultural resources of a large academic and metropolitan complex.

During the spring and summer of 1968, in recognition of its responsibility to each segment of the community as well as to society as a whole, the University of Washington undertook a number of positive steps to encourage the increased enrollment of minority students primarily from culturally disadvantaged backgrounds. The University has recognized for years that the number of students representing certain minority groups, especially the Blacks, American Indian and Spanish-surnamed Americans, is far below the numbers expected on the basis of their representation in our state's population. Cultural and economic factors are accepted as the reasons for this deficit.

A substantially increased commitment by the University to recruit more of these students was evidenced in the spring of 1968. For this purpose a "Special Education Program" was organized. The program included specific activities such as recruitment, admissions, pre-autumn orientation, academic program offerings and advisement, tutorial assistance and financial support. Evaluation, change, development and re-evaluation have been constant. In the spring of 1969 the Special Education Program included representatives of the following groups: Black, Chicano (Mexican-American), Asian, American Indian and white students from a poverty background.

Simultaneously, in May, 1968, a Special Curriculum Committee on Black American Culture was appointed. This Committee was asked to develop specific recommendations to the faculty on three related matters: first, what curricular and instructional provisions should be made for all non-white, but particularly Black, students who may enter the University unable to cope successfully with what seems to them to be an alien culture; second, how may each member of the faculty educate himself and his students to a proper awareness of the culture of Black America as it impinges on his field of study and his own courses of instruction; finally, what provisions need to be made for systematic instruction and research in the field of study now variously described as Afro-American Studies, Black Studies or Negro American Studies? The Committee submitted a detailed report which has resulted in the beginning of a Black Studies Curriculum which may lead to the establishment of an interdisciplinary major in this field.

It was within this framework that the Institute, "Libraries and the Unreached" was planned. The Institute was a cooperative venture between the School of Librarianship and the Washington State Library at Olympia, Washington. Miss Susan Latchaw, Library Consultant at the Washington State Library, was Assistant Director for the Institute and also had teaching responsibilities.

The University of Washington provided the physical plant, including required office and classroom space and office equipment, plus supporting staff such as librarians and maintenance personnel.

The entire Institute was held in Clark Hall. The facilities included a large classroom and two smaller classrooms for seminars. The large room was equipped for darkening so that 16 mm. sound motion pictures and other audio-visual materials could be used. Another large room was divided by partitions of book shelves and used as an office by the administrative staff, as a display area and lounge. An adjoining kitchen was used for food service, such as coffee breaks and light refreshments.

Most participants chose to live in a nearby University residence hall where the cost for a double room and all meals for one week was $35.75; for a single room, $43.25.

A. OBJECTIVES -- To provide for the participant: (1) background information about the disadvantaged and minority groups who are the "unreached"; (2) knowledge of "outreach" approaches and materials for use in providing library services; (3) understanding of, and empathy for, the problems of the deprived; (4) awareness of social changes affecting libraries; (5) desire for commitment to library's major role in changing attitudes and in becoming a truly vital force in our society.

B. PARTICIPANTS -- Thirty-six participants were selected for the first one-week session. They were library service personnel who are involved in direct work with disadvantaged or minority groups; for the second week thirty-two library administrators, many from the same libraries as the first group, were chosen. A list of the participants is included in the Appendix.

C. ADMINISTRATIVE STAFF.

1. Director: Irving Lieberman, Professor and Director, School of Librarianship, University of Washington: B.A., New York University, 1935; B.S. (L.S.) Columbia University School of Library Service, 1939, M.A., Columbia University, 1950; Ed.D., Columbia University, 1955.

2. Assistant Director: Susan Latchaw, Consultant Working with the Disadvantaged, Washington State Library, Olympia, Washington: B.A., University of Michigan, 1964; M.A. (L.S.) University of Michigan, 1965. Duties: Advise Director on program content, advise Director on selection of individual faculty members, coordinate and integrate the educational aspects of the program in accordance with the program objectives, select library materials (print and non-print) to be used in the Institute, responsibility for teaching (i.e., conducting film programs, moderating group discussions, advising participants).

3. Secretary: Sylvia Dearle. Duties: Responsibility for correspondence, establishment of filing system, budget, payroll, stipend payments, supervision of clerical help, assist in preparation of final report.

D. PROGRAM -- The formal program is detailed in the brief description of sessions as well as in the weekly schedule which begins on the following page.

LIBRARIES AND THE UNREACHED

Schedule-at-a Glance

Followed by Descriptions of Sessions

Session I - August 10-15, 1969
Session II - August 17-22, 1969

		Morning	Afternoon
Sunday	ORIENTATION	Open	Introduction of Institute participants Buffet at Irving Lieberman's
Monday	INITIATION	Who are the Unreached ? Professors of sociology, psychology and social work in panel/interaction with participants	Cultural and attitudinal exploration.
Tuesday	EXPERIENTIAL INVOLVEMENT	How Do We Look to Each Other? The public image of libraries. Communicating with each other.	How Do We React to Each Other? Consideration of the library as institution by spokesmen of unreached groups.
Wednesday	RESOURCES (NON-LIBRARY) FACE THE CHALLENGE	One answer to adult illiteracy. Libraries and the educational thrust from the minority community.	Other agency professionals assess the situation.
Thursday	STRUCTURED LIBRARY RESPONSE	Presentation of Services and Activities of Three Libraries, discussion via Tele-lecture.	Library administrators face the challenge, discussion via Tele-lecture.
Friday	CONSTRUCTIVE PARTICIPANT REACTION	Question - answer session on first steps in service to unreached. A Research Report on such service, discussion via Tele-lecture.	Ideas and recommendations: What can we do ? Stimulator presentation, discussion via Tele-lecture.

Morning Sessions	9:00 - Noon
Afternoon Sessions	1:00 - 5:00 p.m.
Luncheon Daily	12:00 - 1:00 p.m.
Morning Coffee Break	10:00 - 10:15 a.m.
Afternoon Coffee Break	2:30 - 2:45 p.m.

Additional Sessions:

Morning film previewing	7:45 - 8:45 a.m.
Evening film previewing (with discussion)	7:00 - 9:00 p.m.

SUNDAY, AUGUST 10 and 17

WELCOME

4:00-5:00 p.m. Introduction of Participants and Staff. Discussion of Institute concepts.
6:00 p.m. Buffet at Irving Lieberman's.

MONDAY, AUGUST 11 and 18

INITIATION

9:00 a.m.-Noon "Who Are the Unreached?"

9:00 a.m.-10:30 Panel Presentation

Mrs. Roberta Byrd Barr (Vice-Principal, Franklin High School, Seattle), Panel Moderator

Ernest A. T. Barth (Professor, Sociology, University of Washington)

Content: In order for a library to effectively serve a racial or ethnic community, the communications procedures used must be at least partially adapted to the unique characteristics of that community. Such characteristics may be seen to take two general forms. The first, and most obvious relates to particular needs and interests of members of that community. An obvious example here would be materials on Afro-American history and contemporary protest activities for black communities. The second, and perhaps less obvious concern must be over the appropriate modes of communication. It is not the case that the written word is the most effective mode of communication for the residents of all communities. For some, music may be a most effective mode of communication, for others it may be discussions or lectures.

James A. Goodman (Associate Professor, School of Social Work, University of Washington)

Content: The mental and environmental notions of alienation have been used to describe what may be a many-faced reality or set of interrelated realities in our society. Our primary aim will be to look at the various definitions to see how they operate in the black community. We'll try to determine the general usefulness of this concept. A brief statement will be made regarding the historical development of black identity. Primary emphasis will be placed upon institutional patterns which have not been useful to the development of positive self-identity on the part of black people in America.

Nathaniel N. Wagner (Associate Professor, Psychology, University of Washington)

Content: The main focus will be on those psychological factors that contribute to people becoming isolated and unreachable. Special attention will be paid to the conditions of ethnic minorities and how historical, economic and social factors combine to produce the sense of psychological isolation. The concept of identity will be central to the understanding of the present behavior of the unreached and will be used to suggest ways to change and enhance the self concept. Example of the role of the perception of others and its relation to self fulfilling prophesies will be emphasized.

10:50 - Noon Discussion/question sessions.

1:00-2:00 p.m. Cultural Exploration

Simon Ottenberg (Professor, Anthropology, University of Washington)

Content: Libraries tend to reflect the values of middle-class Americans in the views of the staff, the nature of the collection, and the physical arrangement of the library. These values are also reflected in the common illusion that there are few other cultural groups in the country of significance, except in an historical sense, that cultural groups should disappear in the "melting pot," and resentment when they don't, that middle-class Americans are not "ethnic" or cultural, but rational and reasonable. The question of change in library policy is, first of all, a re-examination of our own values in the light of the realities of cultural groupings in the U.S.

MONDAY, AUGUST 11 and 18 (continued)

2:15 - 4:00 p.m. Cultural Presentation

2:15-2:45 - Theater of the Streets, produced by Media Services, Mercer County Community College, Trenton, New Jersey. Creative audio-visual materials prepared by minority group representatives.

2:45-3:15 - Discussion

3:15-4:00 Multi-media presentation on loan from Don Roberts, University of Buffalo Library School.

4:00-5:00 p.m. Film Previewing

7:00-9:00 p.m. Film Viewing and Discussion

TUESDAY, AUGUST 12 and 19

EXPERIENTIAL INVOLVEMENT

7:45-8:45 a.m. Film Previewing

9:00 a.m.-Noon "How Do We Look To Each Other?" Panel Presentation

Mrs. Roberta Byrd Barr, Panel Moderator

9:00-10:00 Creative audio-visual materials prepared by minority group representatives.

10:00-Noon Melvin Conerly, Tacoma Urban League

Content: The public image of libraries among those who are not "usual borrowers." Does a repository of information and exploration of man's accumulated data about his journey through time have usefulness for everyone? If it does, it must be easily available. It must also be sold to the prospective consumer--as is everything else.

Communicating with each other: The failure of people to really reach out to help others; man's inhumanity to man, especially the institutionalized and via institutional channels. How do we reach out from institutions to humans? How do we touch those in need of our services? How do institutions enter into meaningful relationships with the community?

1:00-4:00 p.m. "How Do We React To Each Other?" Panel Presentation

Mrs. Roberta Byrd Barr, Panel Moderator

Minority group representatives from New Careers and other programs:

Session I - Mrs. Betty Brown, Mrs. Edith Christian, Mrs. Anita Dudley, Mrs. Elberta Everett, Mary Hillaire, Mrs. Willie Henley, Sam Martinez, Mrs. Suzy Pittman, Jesse Powell, Mike Sambrano, Ronald Swenson, Mrs. Harriet Williams.

Session II - Mrs. Frances Arnold, Joe Brandenburg, Mrs. Betty Brown, Mrs. Edith Christian, Mrs. Elberta Everett, Mrs. Willie Henley, Sam Martinez, Mrs. Suzy Pittman, Jesse Powell, Mike Sambrano, Reuben Vela, Mrs. Harriet Williams.

Content: Library images of success and failure among "new learners"; the library's need to respond to its own community setting. If the above comment is true or nearly true, then several factors account for it. Does the local library make a serious effort to reach out in nontraditional ways to unreached persons? Does it use their significant publications and organizations for publicity? Is the initial reception friendly? Does its personnel indicate by posture, stance or gesture that the "unexpected" person is unwelcome?

1:00-2:00 Panel presentation before total group

2:15-3:30 Three concurrent discussion sessions

3:30-4:00 Panel and audience in joint question session

4:00-5:00 p.m. Film Previewing

7:00-9:00 p.m. Film Viewing and Discussion

WEDNESDAY, AUGUST 13 and 20

RESOURCES (NON-LIBRARY) FACE THE CHALLENGE

7:45-8:45 a.m. Film Previewing

9:00-10:20 a.m. One Answer to Adult Illiteracy

Mrs. Mary Wallace, LARK Foundation, Yakima

Content: Finding a point of contact leading toward communication between the librarian and the adult who has a limited reading ability. As people have left familiar surroundings and are changing geographical locations many concepts are no longer valid. This means remolding a whole way of life. Basically, how can the librarians understand the mores, customs and defenses of people who have been unable to function on a literacy level? How can we help to facilitate the changeover from one level of society to another?

10:40-Noon How Can Libraries Involve Themselves in the Educational Thrust from the Minority Community?

Alfred E. Cowles, Washington State Board Against Discrimination

Content: In the process of oversimplification, many of us fall into the habit of dividing the human family into two major groups--"WE" meaning our kind, and "THEY" meaning all other. The "WE" group to which we may refer may be the large, racial group which shares our skin color; or it may be reduced in size and exclusiveness by such limitations as language group, nationality allegiance, religious persuasion, or even occupational choice. "THEY" will fit into any framework which signifies difference or separation from the "WE" group. In the same sense that "WE" share many virtues in common, "THEY" can be identified by the unfavorable qualities attributed to them, which serve to justify the different and separate status to which we have assigned them.

1:00-4:00 p.m. Other Agency Professionals Assess the Situation Panel Presentation

Mrs. Roberta Byrd Barr, Panel Moderator

Vincent Hayes, Seattle Multi-Service Center
Gerry Silverman, New Careers
Edward Chatman, Youth Programs, OEO
Jeffrey McKenna, VISTA
Tomas Sandoval, Special Education Program, U. of W.
Mrs. Lorraine Misiaszek, State Office of Public Instruction

Content: Each person will be representing either a group, an agency, or a sector of interest, and presenting that message will introduce each to the audience. Main points will be the "Agency" view of the library, however, from a background with other programs and an involvement with the same people we hope to reach. Comments on the past and present, and suggestions for the future will be in order.

1:00-2:30 Dialogue presentation by the panel as a whole

3:00-4:00 Concurrent group discussions by panel members

4:00-5:00 p.m. Film Previewing

7:00-9:00 p.m. Film Viewing and Discussion

THURSDAY, AUGUST 14 and 21

STRUCTURED LIBRARY RESPONSE

9:00-Noon **Presentation of Services and Activities of Three Libraries**

Audiovisual description (tape and slides) of the program with opportunity for audience questions via Tele-lecture.

9:00-10:00 Services and activities of the Los Angeles Public Library

Content: The slide tape presentation of the Library Services and Construction Act funded experimental and demonstration project of the Los Angeles Public Library emphasizes the project staff's activities as they have sought to interest and to increase awareness of potential patrons in library services. Program plans have made provisions for getting people into the library and for taking library service out to the people. The slides have been provided through efforts of staff members whose cameras are used frequently to recapture scenes of library events. Script was prepared by David Barron, Public Relations Representative; narrator is Mrs. Frances Carter, former bookmobile children's librarian.

10:00-11:00 Services and activities of the St. Louis Public Library

Content: The effort of the St. Louis Public Library to reach the unreached is not simply the use of gimmicks or programs to attract or dazzle. Gimmicks and programs can be successful, but we believe more basic changes are needed in urban public libraries. A new society and different cultures require the public libraries to change to meet the needs of this new society. We are attempting to effect change in Board of Trustees outlook and priorities, staff attitude and training, building concepts, book selection policies, and personnel policies and practices. We are thinking of what we might be to a rapidly changing world. Script prepared and narrated by James J. Michael.

11:00-Noon Services and activities of the Enoch Pratt Free Library (Baltimore, Maryland)

Content: Since 1965, the Enoch Pratt Free Library has been under contract to the Community Action Agency of Baltimore (OEO) to bring library services to the inner city in more effective ways and with a staff of both librarians and resident library aides. This area is 90 per cent black. Books, films, filmstrips, educational games, art, music, reading aloud, trips are used in the children's program both indoors and outdoors; in Community Action Centers and on sidewalks and doorsteps. Adult and young adult services similarly reflect an outreach approach. Special emphasis is on job information, self-help, and black interest materials, and free distribution of easy-to-read pamphlets. Cooperation with job-training and adult basic literacy programs has high priority. Script was prepared and narrated by Mr. Arthur S. Meyers, Adult and Young Adult Specialist, and Fannette Thomas, Children's Librarian.

1:00-3:00 p.m. **Library Administrators Face the Challenge - A Dialogue and Discussion**

A taped presentation to be followed by Tele-lecture discussion

Session I

Meredith Bloss, Librarian, New Haven Free Public Library, Connecticut

Content: If the public library is to be effective in reaching the unreached, the administrator is the one to make it happen. Needs: conviction that it can be done; commitment to the idea that it is worth doing; and cash, that is, to provide additional financial support that is required. The administrator is facilitator. If he becomes convinced that it is worthwhile to provide services and functions that are beyond the traditional, he finds staff who are willing and able to do this kind of library work, tries to provide them with the wherewithal they need, gives what instructions and guidance he can, and accepts the risks and uncertainties which are involved.

Harold Hacker, Director, Rochester Public Library, New York

Content: Some brief comments on the major issues confronting public libraries desirous of serving the urban and rural unreached: the need for commitment by governing officials, library trustees, and staff; the need for understanding of the changing strategies of inner-city residents; a belief in the ultimate importance of education as a major element in the solution of ghetto problems; and a genuine desire to plan and work with citizen groups.

THURSDAY, AUGUST 14 and 21 (continued)

Session II

Keith Doms, Director, the Free Library of Philadelphia, Pennsylvania

Content: The orientation will be toward practical aspects of library administration. Special attention will be given to the relationship of the administrators' personal commitment, his philosophical outlook, and motivation in stimulating and developing meaningful programs for the unreached. Other administrative concerns that will be touched upon include some of the realities associated with staff attitudes, funding, reordering of priorities, recruiting and inservice training, publicity, facilities, materials, local involvement in program planning and the issue of local control. (Because of his official involvement as chairman of the two principal ALA committees concerned with library service to the disadvantaged, a brief commentary will be made regarding the direction, programs, and progress of the American Library Association in its national efforts to promote, encourage and support affirmative programs of library service for the poor, undereducated and disadvantaged persons of this country.)

Carlton Rochell, Director, Atlanta Public Library, Georgia

Content: Emphasis will be on philosophy and service concepts as they exist today with particular attention given to the evolution of the public library over this century. Specific areas will be touched upon where administration has not kept pace with professed ideals of service. Particular aspects of these gaps include buildings, identification of needed talents, need for more specific direction in changing concepts of library materials. Discussion will focus upon effective approaches needed to bring library systems to a point that new services and concepts may have a fair chance to develop.

3:00-4:00 p.m. Institute participants describe services and activities of their libraries.

4:00-5:00 p.m. Film Previewing

7:00-9:00 p.m. Film Viewing and Discussion

FRIDAY, AUGUST 15 and 22

CONSTRUCTIVE PARTICIPANT REACTION

7:45-8:45 a.m. Film Previewing

9:15-10:15 a.m. Panel - David Taylor, Mrs. Lura Currier, Susan Latchaw, Panel Moderator (Staff, Washington State Library)

Funding, publicity, first steps to take. Question period.

10:30-11:30 a.m. Research Report

Margaret E. Monroe, Director, Library School, University of Wisconsin. A taped presentation to be followed by Tele-lecture discussion.

The survey of public library personnel serving inner-city populations in Fall 1968 included data on 1111 staff members in 29 public libraries, and interviews with 147 of these staff members in 14 of these libraries. The purpose of the study was to search the implications for library education from present personnel patterns. The findings group themselves around personnel and service programs. There are clearly identified types of employees new to public libraries (library aides; college-educated persons with art talents; professionals from such fields as social work, religious education, etc.) and there are new functions for professional librarians (street work, community-wide liaison service, etc.) Formal library education carries only part of the responsibility for training these various types of personnel.

In the service program, libraries have been innovating with new emphases: spontaneous programming, programs to develop reading readiness, and involvement of local citizens in planning their own library service. In order to make service programs truly relevant, public libraries have begun to reorganize to ensure the flexible adaptation to local neighborhood needs.

FRIDAY, AUGUST 15 and 22 (continued)

11:30-Noon Participant Evaluation

Completion of written assessment form.

1:00-4:00 p.m. Ideas and Recommendations

Moderators: Mrs. Roberta Byrd Barr, Susan Latchaw, and Irving Lieberman.

Hardy R. Franklin, Pre-doctoral candidate, Rutgers University Library School (formerly Senior Community Coordinator, Brooklyn, N.Y. Public Library). A taped presentation to be followed by Tele-lecture discussion.

Content: The profession of librarianship is again at one of the many crossroads in a long history of confrontations. Brickbats are being hurled from within its ranks vigorously and in a steady barrage. Rejection from the outside has been in the form of budget defeats and by reduction or curtailment of funds from state and federal levels. As workshop participants you have heard about the imaginative and even unimaginative but effective ways in which libraries have sought out and tried to develop new patrons. You have heard the administrators explain their efforts to solve the technical and organizational problems. As library workers you have probably found that there is a need to improve significantly the stature of libraries and librarians. Many questions are probably raised in your minds since the concern of each of you as a participant is how you can apply what you have learned to your own situations in terms of service to the unreached.

Concluding Discussion

Adjournment

E. FILMS USED AT INSTITUTE

"Anacostia: Museum in the Ghetto," NET, b/w, 25 min.

"Black History: Lost, Stolen, Strayed," (one of In White America series), CBS, Bailey Film Associates, c, 55 min., 1968.

"Buma, African Sculpture Speaks," Encyclopedia Britannica, (from University of Washington), c, 9 min., 1952.

"Children Without," NEA, (from Washington Library Film Circuit), b/w, 28 min.

"Circle of the Sun," National Film Board of Canada, (from Washington State University), c, 30 min.

"The Forgotten American," CBS, Carousel Films, c, 25 min.

"The Game," Grove, b/w, 17 min.

"Joshua," ACI Productions, b/w, 15 min.

"The Jungle," Churchill Films, b/w, 22 min.

"Step a Little Higher," Cleveland Public Library, (from Washington Library Film Circuit), c, 18 min.

"Superfluous People," NET, (from University of Washington), b/w, 60 min.

"Totems," National Film Board of Canada, (from University of Washington), c, 11 min.

"Where is Prejudice?" NET (from University of Washington), b/w, 60 min.

"Who Grows in Brooklyn?" Carousel, c, 10 min.

II EVALUATION

A. ADMINISTRATION

Pre-Institute Preparation: In considering pre-Institute preparation the key to every problem was the short amount of time available. Since plans, had, of necessity, begun late, this problem would not be likely to occur again.

Inquiries began to come in during January and February as soon as the national publicity was released. Two letters were sent in answer to the inquiries, one giving general information and the other setting ahead the date on which the inquirer would be informed if he had been accepted. Some inquiries posed problems that could not be handled through one of the two letters described. For these, several letters were developed to meet various situations and from these the appropriate form letter could be selected and typed. This method solved the problem in the majority of cases.

The brochure which was prepared for this Institute probably reached the public late. It was mailed early in April and the Application for Admission to the Institute had to be postmarked no later than April 21. This meant that in a matter of four weeks the application had to be applied for and returned to this office.

Relations with the USOE and the University of Washington: The memoranda issued by the U.S. Office of Education were extremely explicit and any problem that occurred was related to the shortness of time, not to the work of the USOE. In working with the University of Washington Grants and Contracts Office, the same cooperation existed. No obstacles of any kind were encountered, for the personnel "bent over backwards" in an effort to expedite the work of the Institute.

Sources of Evaluation of the Institute: Participants and instructors were the two principal sources used in the evaluation of the Institute. Prior to the opening of the Institute, each participant was asked for a statement of expectations. On the final day a questionnaire was prepared by the Director and staff and answered by the participants. Later a written evaluation letter was requested by the Director some weeks after the close of the Institute. There was also the information gained by the Director and Assistant Director in their conferences and informal contacts with the participants and staff. Information gathered appears later in this Report.

B. PARTICIPANTS

Eligibility for Admission to the Institute: The Institute was designed for two identical one-week sessions primarily for public librarians of the Pacific Northwest. It was geared to prospective attendants from the same library by library service personnel during the first session and administrative personnel during the second session. Emphasis was on the individual librarian's interest, concern and commitment rather than on educational qualifications. The following points were the basis for selection:

1. Experience and/or interest in working with the disadvantaged and minority groups.

2. Commitment to the concept of service as being the prime responsibility for libraries and their staffs.

3. Employment, present or past, with expected future involvement, with library situations involving the disadvantaged and minority groups whose needs require special innovative patterns of service and materials.

4. Attitude of willingness to understand and accept forces of social change in today's world where emphasis is being centered on the development of programs to assist the disadvantaged and minority groups.

5. Ability to benefit from this Institute and translate knowledge gained into effective programs of action in the home community.

6. Representation from the same library of both service and administrative staff preferred.

It was not possible to secure the participation of teams from all libraries. Therefore individual acceptances were made to a few school librarians, a few community college librarians and to some single representatives from public libraries. The staff was particularly pleased with the caliber and commitment of the participants.

Orientation: The participants were asked to report on Sunday of the week of the Institute for purposes of registration and orientation. An explanation was given as to how the Institute came into being, its objectives, the program, the exhibits and library materials. The educational and recreational opportunities available on and off campus were reported. The session culminated in a buffet supper arranged at the home of the Director. These beginning hours were very satisfying in "breaking the ice" and getting the participants and staff to know each other better.

C. PHYSICAL FACILITIES

Classroom Quarters: There were several factors in favor of the facilities of the Institute. The program was quartered in Clark Hall which is used by the Naval ROTC unit, since they had no students in the building during the summer. The quarters were well situated on the campus near both the dormitory and the library. The main lecture room was somewhat unsatisfactory. There were several posts in the room that obstructed vision and chairs were fastened together in groups, making informal arrangements difficult, a very serious handicap. This is one of the older buildings on the campus with high ceilings, and yet the treatment on the walls and ceilings did not allow for the best acoustics. There were difficulties reported in the audio quality available when the public address system or sound motion picture projection was used.

The other rooms were thoroughly satisfactory. The administrative office was large; the display and library area, combined with the social room, was ample and comfortable; the seminar rooms were excellent.

Living Quarters: Participants were not required to live in the dormitory and they replied in their questionnaire that they liked the optional arrangement. However, most of the participants would have liked to have eaten their noon meals together. This was not always possible, although some special arrangements were made. Many participants recommended that all students live in the dormitory. They all reported the importance of sharing of experiences with other librarians. Group living seems to have been one of the strongest features of the participants' experience.

D. PROGRAM

Number and Scheduling of Classes: The time schedule for the program was essentially three hours in the morning and three hours in the afternoon. In addition there was film previewing for an hour in the morning, an hour in the afternoon and also two hours for films and discussion in the evening on a voluntary basis. The film previewing in the morning was similar to that of the evening, minus the discussion, so that the participants could choose either a morning or evening session and not miss any of the content presented.

Use of Newer Media: On Thursday and Friday of the weeks of the Institute, special audio-visual presentations which had been prepared by three of the large public libraries in the United States were shown. These presentations were followed by 30 minute Tele-lecture discussions. This same technique was used with audio presentations prepared by two of our country's leading library administrators, as well as two library educators. They, too, were available for questions and discussion by the Tele-lecture method. There was some criticism that the Tele-lecture as an audio technique was too demanding and exhausting for the number of hours arranged in consecutive order. Many participants recommended that this type of activity should have been spread over the entire week with greater effect. On the other hand, the staff and the Tele-lecturers reported great satisfaction with this new technique since it afforded wide participation at a minimum cost. Another value of the audio-visual presentations especially produced for the Institute will be that the materials will continue to be used in the continuing Master of Librarianship degree program at the University of

Washington. At the same time these materials will be available for borrowing for programs of Inservice Education by local libraries.

Staff: All faculty members were selected for their special knowledge and effectiveness in their own subject. The use of the permanent faculty at the University of Washington was commended in general with the wish that more time could have been spent with each person in order to realize a more complete discussion situation.

Use of the minority group representatives for the panel presentations on Tuesdays was considered successful by many of the participants. The group represented Mexican-Americans (Chicanos), American Indians, Blacks and migrant workers. Some negative criticism was offered concerning the concentration of the people selected from a single community in the State. The actual selection was six from one community the first week and five from other areas; the second week there were six from one community and seven from other areas. This was accidental and might have been corrected if a problem concerning this matter had been anticipated. In general, however, most of the participants considered this part of the program the highlight of the whole week since it did stir the participants and made them realize the necessity for accomplishing some of the recommendations upon their return to their own libraries.

Another successful instructional situation was realized from the participation of the representatives of other agencies working with minority groups. Points of reference for future relationships were indicated for all of the participants in the Institute.

Use of Materials: Exhibits and displays were prepared for the participants in the subject areas covered by the Institute. More than 50 libraries were invited to send materials for display and 30 libraries did so. The material included posters, bookmarks, bibliographies, handouts of all kinds. In addition a photograph display was prepared to describe the activities and services of several libraries. Two-by-two slides and other printed material were also available, as well as the audio-visual productions already mentioned as being prepared by the Los Angeles Public Library, the St. Louis Public Library and the Enoch Pratt Free Library (Baltimore, Maryland). Xerox copies of the items which appeared in two important bibliographies, namely, "Public Library Service to the Disadvantaged: Comprehensive Annotated Bibliography, 1964-1968" by Carla J. Stoffle, which was published in the Library Journal for January 15 and February 1, 1969; and Library Service to the Disadvantaged, compiled by Christina Copenhaver and Joanne Boelke, Eric Clearinghouse for Library and Information Sciences, University of Minnesota, December, 1968. The book collection exhibited by the Combined Book Exhibit at the ALA Conference in Atlantic City in June with a prepared booklist titled "Red, White and Black" was made available for participant examination and use. The book list itself, as well as other materials secured in quantity were given to each participant as a kit when he registered.

E. PARTICIPANTS' FORMAL COMMENTS AND CORRESPONDENCE

1. Statement of Objectives: As a technique to create greater relevance and as an aid for the faculty and staff, each participant was asked prior to the Institute to write a letter concerned with expectations and particular strengths in the Institute content. The statements were reproduced and given as a set to each member of the faculty and staff to improve individual preparation and to achieve necessary coordination.

In general the library service personnel attending Session I seemed to want specific suggestions of what to do and how to do it, while the library administrators in Session II had larger goals, such as "learning who the unreached are, what are their problems, and how the library can help." The first group was also interested in ways to make contact with the unserved in their communities and learning from others. The administrators hoped to find new ideas and methods to stimulate their staffs and to share ideas with others.

2. Final Day Evaluation Instrument:

Question: In what specific ways has this Institute been of value you?

Comments: In Session I (library service personnel), a new awareness of the problems involved, a determination for self-improvement, and contact with guest speakers, other libraries and minority representatives were cited most often. In Session II, library administrators also most often mentioned receiving a better understanding of the problem and new ideas of what to do about it. They gained new perspectives of their own role and the need to reevaluate their goals.

Question: Are there any topics which should have had more coverage or any topics which should have had less coverage?

Comments: The library service personnel (Session I) commented that there was "too much theory, not enough specific programs." They also felt there was too much emphasis on the urban Black minority group, with not enough on Indians, Chicanos and rural disadvantaged. They would have liked more contact with the minority representatives and less with the professionals. The Session II library administrators also mentioned minority groups they felt had not been covered. On the other hand, many felt the program was well balanced.

Question: Should any faculty member, singly or in panels, have had more or less time?

Comments: The Session I (library service personnel) group mentioned a total of 14 individuals or panels they would like to have heard more from, some by as many as ten of the participants. The less dynamic speakers and the tele-lecturers were not as popular, but eight participants thought the program was well balanced. The Session II library administrators also listed many of the same speakers as noted above. It was suggested that they should have had more time. These participants were also impressed with the minority group representatives. There was mention that some of the instructional staff did not seem to be aware of the particular problems of libraries.

Question: Was there enough time to confer with other members of the Institute?

Comments: Twenty-four participants in Session I replied yes and nine said no, with comments suggesting more social events and group get-togethers to discuss ideas presented during the day. Twenty-nine administrators answered yes and three no, suggesting that those living in the dormitory had an advantage in this respect.

Question: What is your reaction to the following and how could they have been made more useful to you?

a. The library collection: Nineteen participants in Session I rated this as good, with various comments such as not enough time to use it, should have had books on minorities other than Black, etc. Four participants in Session II rated this as excellent, five as fine, and 13 as good, with comments similar to above. Particular mention was made concerning the Xeroxed articles from the two significant bibliographies on the subject.

b. Display area: Nineteen of the library service personnel rated this as good and two excellent, commenting that there was not enough time to examine the contents in detail. The library administrators rated this as good to very good, but suggesting more room for display.

c. Films: The Session I participants rated these as generally good, with almost everyone having comments on some they liked and some they didn't. Some felt there were too many, that some of them were out of date, that there should have been more discussion, etc. The administrators had similar feelings about the films, also mentioning the poor acoustics in the room. "Where is Prejudice" and "Superfluous People" seemed to be the films most participants in both sessions liked. They appreciated the duplicate schedule in the mornings and evenings so that they could choose whichever session they wished to attend.

d. Style of presentation: This was rated good to excellent by most of the participants, with again comments on the poor acoustics and seating in the lecture room. Many mentioned the variety of the program and the excellent job done by Mrs. Barr as moderator. A few suggested that the Tele-lectures would have been improved if they had been spaced out through the week.

Question: Do you have any unfulfilled expectations? If so what are they?

Comments: The library service personnel felt the scope of the Institute was too limited - they mentioned minorities they felt should have been represented. They also had hoped for specific sources and examples, but six said they had received more than they expected, and two said they realized there are no short cuts. When asked if they would make any changes in the program for the second session, several suggested more contact with minority and agency representatives.

Ten of the administrators said they thought the Institute was relevant, well-rounded or did what was intended. Others had hoped for round table discussions with librarians about their programs, or discussion of the library's role in backing up community agencies in their work with minority groups. A few were disappointed that the participants lacked open-mindedness and were so defensive.

3. Follow-up Evaluation Letters: Several weeks after the close of the Institute, a letter was written to all participants asking for the most significant thing that happened to them during the Institute. Ideas and suggestions for implementing the principles and concepts of the Institute were also requested. The following is a summary taken from these letters.

Question: What was the most significant thing that happened to you during the Institute?

Comments: Besides mentioning specific parts of the program that impressed them most, and perhaps applied most closely to their particular problems, most answers reflected a new outlook and awareness of the problems of minorities to which they had never been exposed before. The following quotations are examples.

> "I feel that this Institute - even after this lapse of time - has had the most personal impact of any I have attended. Not only in terms of philosophical and psychological shaking up, but in terms of practical application and ideas."

> "My eyes were truly opened as to what is really happening in our country and the role both school and public libraries can play . . . I even read the newspapers now with greater comprehension concerning the racial problems. I feel more alive to contemporary situations and this can't help but be reflected in my work as a librarian and a teacher."

> "The Institute made me realize that we had done a lot of talking in the last several years, with little action."

> "The Institute helped me understand why minorities are afraid of the library."

"If we are to succeed in communications with all groups of people, it has to be on a closer level."

"I realized more fully that understanding service to people is far more important for good public relations than an elaborate advertising program."

"Probably the most valuable carry-over from the Institute was the enthusiasm that both of our staff who participated brought back and tried to convey to the rest of the staff."

"The 'outside' people were excellent. To be told by the unreached why they are the unreached penetrated me to the core. The human element was ninety per cent of the cause of unreaching."

"Attendance increased my sensitivity toward the problems of the minorities. I accept a share of the blame as a 'WASP' for the dilemma in which they are enmeshed."

"The Institute reaffirmed my belief in the importance of attitude toward the public and the fact that librarians can no longer remain in the library but must become a part of the community meeting those people who would or could become users of library resources and services."

Question: How do you plan to implement the principles and concepts of the Institute?

Comments: A few seemed pessimistic about making any progress since they were easily discouraged by lack of enthusiasm from staff and superiors. The majority, however, were highly creative and sent long lists of things they have accomplished or are working toward. The replies were particularly interesting because of the great variety of programs proposed or already begun, each participant being able to relate the ideas and new outlook gained to his own library situation and environment. The programs are mostly on a small scale, person-to-person approach, since no new funds are available, but rather involve a readjustment of priorities. This was probably one of the greatest benefits of the Institute to the participants - they learned that a lot of small enthusiasms and efforts can often be more effective in reaching the disadvantaged than a large expensive project.

The following are a few quotations from the many answers received to this question:

"We have ideas for implementing a service to shut-ins and for working with Indian tribal councils to provide library stations. I am working on information to improve our thoroughly inadequate Spanish collection."

"We are actively trying to broaden the representation on the local library boards so that they may include all segments of society."

"We would like to provide a rack of paperback materials on contemporary problems, many of which center around the problems with which we concerned ourselves during the Institute week."

"I intend to implement the principles and concepts of the Institute by asking for more library assistants from the ethnic groups."

"We plan to explore ways to get the staff to relate better to each other and to patrons, bringing library services to disadvantaged neighborhoods, and the creation of a position of librarian to work with the disadvantaged."

"Our report to the Idaho Migrant Ministry has resulted in their resolve to expand our service to the Spanish speaking community. The committee envisions incorporating several of the recommendations which came out of the Institute."

"We are including in our fall bookmobile schedule more hours in disadvantaged areas and centers patronized by minority groups. We are, for example, sending our former employee in the Indian Mission along on the bookmobile visits to an Indian Health Services center, and on her first visit she went in and personally brought the staff out to the bookmobile and introduced them to the services that might be available for their Indian patrons. We are talking with people who are themselves leaders in their own minority groups about ways in which we can help them build better use of library facilities by their nationals. We are also trying to build understanding on our own library Board as to why it may sometimes be better to help supply materials in a Spanish-American or Indian recreational center than to be satisfied with trying to bring the alienated persons into a nearby branch library. We are trying to take a new look into achieving a balance between getting better and wider uses of our own facilities and serving the people where they are."

"Because of the emphasis at the Institute on using people from minority groups in helping their own people make better use of the library, we are redoubling our efforts to find representatives from these groups that we can actually employ on our staff on either a full or part-time basis."

"We have begun to put some of the ideas and concepts of the Institute into practice. Perhaps most importantly, and as a direct result of the Institute, we now have a greater willingness to experiment and try new approaches and programs."

"The Institute helped me see the need for including more books in the library that appeal to the minority groups; I am also more aware of what some of these books are."

"Suggestions from minority panelists that more personal interest and contact must be made to coax non-users into the library led to a door-to-door contact with people living in a housing project and a trailer court to issue invitations to a pre-school story hour."

"We are doing preliminary work on service to shut-ins, both adult and children, working primarily through the Visiting Nurse Association. This was started as a direct result of ideas garnered at the Institute."

"I can't list all the small ways your Institute has helped me. Mostly, it has made me aware that I can help people - and how."

"We have started or expanded service to nursing and retirement homes, the Valley Neighborhood Center, the migrant worker Day Care Center and the shut-ins and convalescents through the Health Service's visiting nurse program."

"Inspired by many ideas of broadening service to the public discussed at the Institute, we have started some new projects: (1) branch librarians have been asked to turn in a report on their community in relation to the branch; (2) we are starting a free paperback deposit collection to be placed in nursing homes, clubs, etc.; (3) we are conducting a study to determine whether all fines may be dispensed with. This week we discontinued fines on children's books; (4) we will try to order more books that appeal to minority groups; (5) for the first time, this December, all branches will have a Christmas tea with people of the community as guests."

III CONCLUSIONS

A. STAFF MATTERS

The ratio of staff to participants seemed to be appropriate. Because of initial recruitment difficulty for the Institute secretarial position and the amount of paper work required, especially in the preparation of the final report, it was necessary to request an extension of the Grant period so that secretarial assistance could be compensated for the terminal work of the Institute. Otherwise the planning for the work delegated to the various staff members proved to be satisfactory.

All faculty members, with the exception of the chief Consultant, Mrs. Roberta Byrd Barr, and the Assistant Director, Susan Latchaw, were "visiting" members. These staff members were selected for their special knowledge and effectiveness in the substantive areas of instructional content.

The involvement of Mrs. Roberta Byrd Barr as a Consultant prior to as well as during our two Institutes was noteworthy. Since there were two one-week Institutes, it was most important to have Mrs. Barr carry the continuity of each Institute, as the first built upon the second. As our chief Consultant during the weeks of planning prior to the August Institutes, Mrs. Barr gave unselfishly of herself through attendance at planning committee meetings, discussions by telephone at home and at her office, as well as briefing sessions in both places. As the recognized instructional leader during each of the Institutes, Mrs. Barr set the stage for numerous discussions, pointed up areas of concern, and helped the participants to see the road to successful programs. She played a unique role in both Tuesday panel discussion sessions when we established a dialogue between the "unreached" and our Institute participants. She did this again in both Wednesday panel discussion sessions when Agency representatives (who work with the unreached) offered ideas and recommendations for furthering the use of library materials. The two panel presentations added a new dimension to the thinking of the librarians at our Institutes. Some of the dialogue was effective not only in terms of philosophical and psychological shaking-up but in terms of practical application and ideas. As one participant remarked, "The jarring effect of the verbal tongue lashings was significant."

The University of Washington faculty members in the persons of Ernest A. T. Barth, Professor of Sociology, James A. Goodman, Professor of Social Work, Simon Ottenberg, Professor of Anthropology and Nathaniel N. Wagner, Professor of Psychology, were excellent contributors on the substantive issues which were the concern of the Institute. Many of the participants remarked that they would liked to have had more time with these professors.

The participants waxed enthusiastic about the lectures and discussions which followed by Alfred E. Cowles, Executive Secretary of the Washington State Board Against Discrimination, and Melvin J. Conerly, Director of Economic Development, Tacoma Urban League. Mr. Cowles' address was made in a prepared statement which was reproduced and distributed to the participants for additional discussion and implementation.

Particular commendation needs to be expressed to the staffs of the three library systems who gave unselfishly of their time to provide our Institute with the half-hour audio-visual presentations (just for the cost of materials), as well as the half-hour Tele-lecture discussion which followed each presentation. At the Los Angeles Public Library our thanks go to Harold L. Hamill, City Librarian, as well as Mrs. Edith P. Bishop, Director of Branches, and the staff specifically concerned, Mrs. Johanna G. Sutton, Mr. David M. Barron and Mrs. Frances Carter; at the St. Louis Public Library, Paxton P. Price, Librarian, and the Chief Supervisor in charge of Branches and Community Services, James J. Michael; and at the Enoch Pratt Free Library, Edwin Castagna, Director, Evelyn Levy, in charge of the Community Action Program, and the staff, Arthur S. Meyers, Fanette Thomas and Lucian Dixon. For the Tele-lectures with the library administrators during the First Week we were grateful for the taped audio presentations as well as the Tele-lecture discussion which followed with Meredith Bloss, City Librarian of the New Haven Free Public Library and Harold Hacker, Director of the Rochester Public Library. During the Second Week, we were grateful for the taped audio presentations as well as the Tele-lecture discussion which followed with Keith Doms, Director of The Free Library of Philadelphia, and Carlton C. Rochell, Director of the Atlanta Public Library.

The staff responsibility carried by the following three lecturers rounded out the substantive content of the Institutes. We appreciated the involvement of Mrs. Mary C. Wallace, President of Lark Foundation, Yakima, Washington, both as an advisor for the two Institutes as well as her participation in person with regard to literacy activities and libraries. Dr. Margaret E. Monroe, Director of the Library School of the University of Wisconsin, shared the findings of her recent study on public library programs for the unreached with our Institute participants. Her report and question and answer period by Tele-lecture proved to be an important synthesizer for our participants. In the concluding afternoon, Hardy R. Franklin, former Senior Community Coordinator of the Brooklyn Public Library and currently pre-doctoral student at the Library School of Rutgers University, helped us find some direction for the concluding ideas and recommendations which appear at the end of this section of the report.

The Washington State Library gave extensive support in the planning and the actual functioning of the Institutes. The new Library Consultant Working with the Disadvantaged, Susan Latchaw, was the force that moved the original idea forward to the formal proposal. As Assistant Director for the Institute, Miss Latchaw gave considerable assistance, both mental and physical, in fact much greater than the usual professional support. It was her particular responsibility to help select many of the staff who contributed strength to the content considered. It is her intention to work with the libraries, at least within the State of Washington, on implementing the ideas and recommendations of the Institute. It would be most appropriate to mention specifically the work of Dorothy Doyle, Washington State Library Consultant, who helped throughout the planning of the Institute and was present for a good deal of each of the two weeks to offer her thoughtful counsel, strong support and willing participation wherever it was needed.

A final word of appreciation for all around support prior to, during and following the Institute goes to Sylvia Dearle, the Institute secretary. With her good sense, excellent business skills and even temperament she helped the staff and the participants with unforeseen difficulties and solved many problems involving the University's administrative channels. Without her continuing help this report would not have been completed.

B. OTHER EVALUATION MATTERS

It was immediately apparent from the questions and comments of the participants that today's library education needs to be changed. The student must be confronted with the problems raised by the panel members as well as the Institute participants. Such problems have heretofore received insufficient attention in the curriculum of the School of Librarianship.

Personnel improvement and development were mentioned time and again, particularly with regard to attitudinal responsibility and the use of para-professionals. Recruitment of minority students for careers in librarianship was emphasized.

Particular emphasis needs to be given to the education function of the public library. In fact there is the requirement to effectively explain library service. This was most evident in the gaps in the information about libraries and librarianship of the Institute staff (i.e., its faculty, the Agency personnel, as well as the panelists participating in the discussions). Too often librarians report their activities and programs as they are viewed through rose-colored glasses. To be sure, one should present the rosy side of things as progress toward a goal is reported. Even more important, however, we must be willing to face up to failures and lack of success. Considerable question was raised about the librarian as social worker or as reference worker. Library administrators especially were concerned that we identify our role in library development more carefully. Perhaps we need to take a lesson from current instruction in librarianship where the emphasis includes, (1) study the community, (2) tell the library story, (3) work with groups and also with individuals, and (4) activate the librarian's role as a materials' expert.

Again and again the participants recommended the necessity for the team attendance at the consecutive Institutes (e.g., the original plan) rather than a single individual from a library system. The librarians also wanted more time to discuss their "own" programs. Many participants reported in-service education opportunities based on the Institute as part of the follow-up in their libraries. While the use of the Tele-lecture method was enthusiastically received at first, it began to be a tiring experience because of the concentrated listening required. Most of the participants recommended the need for spacing out the Tele-lecture programs over the entire week.

Probably the most significant realization in each of the two Institutes was that all of us as individuals should be as concerned about process as we are about content. Too little time is spent at examining and evaluating why we do something rather than taking the action itself.

On Friday afternoon at the concluding session, a panel made up of Mrs. Roberta Byrd Barr, Susan Latchaw and Irving Lieberman led a discussion which resulted in certain ideas and recommendations being recorded for future action and implementation. A summary of these ideas and recommendations follows:

1. Acquire bodies of knowledge which are gaps in each one's education at the undergraduate or graduate levels by:
    - (a) Personal reading
    - (b) Returning to school for course work
    - (c) Assuming other jobs
    - (d) Studying a language
    - (e) Going to a different church on a sustained basis
    - (f) Going to other agencies to secure help or offer help
    - (g) Going to community group meetings as a silent observer
2. Study Public Library - Library School relationships. Suggest a Council with representation; information bulletins; joint planning, particularly summer programs.
3. Where is the emphasis in your policy(ies)? Are your rules and regulations necessary?
4. Use print and non-print materials . . . paperbacks. Evaluate materials used.
5. Recognize that new kinds of personnel are required to plan in-service education for existing and new staffs. Consider how to incorporate people for OUTREACH from the target groups.
6. Be aware that physical facilities and human resources are equally as important as are materials.

7. Have an interest in sensitivity training. Forced Field Analysis offered as an assessment tool which considers the facilitating and inhibiting factors in order to reach a goal. Diminish the negatives -- augment the positives.

C. IMPACT

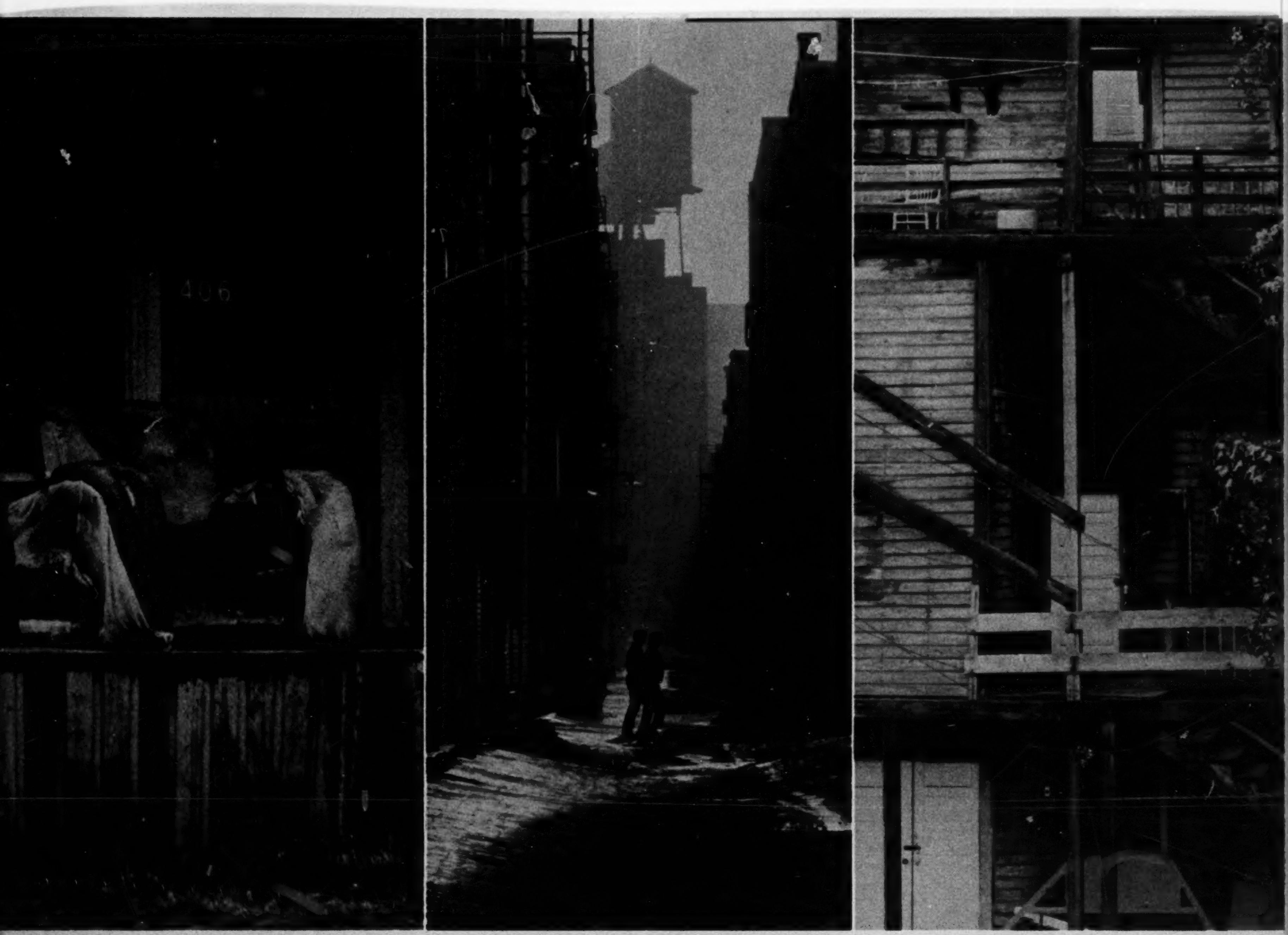
The Institute had a definite impact on the regular program of the School of Librarianship. The faculty of the School of Librarianship became acquainted with the staff of the Institute and there are continuing areas of cooperation possible in the future. The Institute faculty, representing the various disciplines on campus, now have a broader point of view concerning the preparation of librarians and their involvement in the political process of our cities, state and nation.

The instructional materials, both audio-visual and printed, purchased for the Institute, have become the permanent property of the School of Librarianship and will be useful in furthering the instructional program of the School of Librarianship. The slide-taped reports of the three library programs would be difficult to duplicate, and thus become a unique part of the curriculum material available for library education. In fact, the University of Illinois Library School has asked to borrow this material for its Institute: "Inner City Library Service" next March.

Through news releases and radio announcements, information concerning the Institute was reported widely. Examples of the prepared releases as well as the published stories are included in this report. It is quite evident that both internally and externally on this campus much greater understanding of the use of library materials with minority groups will be evidenced in our region.

IV APPENDICES

APPENDIX A	Brochure Number of brochures sent out by state
APPENDIX B	Publicity
APPENDIX C	Form letters
APPENDIX D	Participant biographical information
APPENDIX E	Faculty biographical information
APPENDIX F	Forms given to participants



LIBRARIES AND THE UNREACHED

An institute presented by the University of Washington
School of Librarianship and the Washington State Library

Session I, August 11–15, and Session II, August 18–22, 1969

(Brochure)

APPENDIX A

LIBRARIES AND THE UNREACHED

EVERYONE IS TALKING

about the Disadvantaged, but what are librarians, especially those in the Pacific Northwest, doing about the problem? What *can* librarians do? This institute is intended to bring together librarians, university and other agency "experts," and representatives of the Disadvantaged themselves to discuss the situation, to empathize with it, and possibly to initiate some suggestions for constructive action. Migrants, Indians, Blacks, and the Spanish-surnamed will be among the groups considered; direct response to local community needs will be emphasized.

Two identical one-week sessions held on consecutive weeks will be conducted for thirty-five library service personnel and thirty-five library administrators from the same libraries. Everyone attending will be encouraged to participate fully.

IF YOU ARE CONCERNED

about (1) serving the Disadvantaged and minority groups that are the "Unreached," (2) acquiring knowledge of outreach approaches and materials for use in providing library services, (3) achieving an understanding of, and an empathy for, the problems of the deprived, and (4) recognizing social changes affecting libraries, the institute will provide you an opportunity to respond actively to those interests.

APPENDIX A

LIBRARIES AND THE UNREACHED

AN INSTITUTE

APPLY FOR

the Libraries and the Unreached institute at the University of Washington School of Librarianship, Seattle, presented in cooperation with the Washington State Library.

August 11–15, 1969—library service staff
August 18–22, 1969—library administrators and trustees

CRITERIA OF SELECTION

(1) experience or an interest in working with the Disadvantaged and minority groups; (2) the ability to benefit constructively from an institute geared to this area of concern; (3) a commitment to the concept of service being more important than experience or educational background alone; (4) present or past employment in, and expected future involvement with, a library program concerned with the Disadvantaged or minority groups; and (5) an attitude of willingness to understand and to accept the forces of social change. Criteria of special concern will be the prospective attendance from the same library by service staff during the first session and by administrative staff during the second session, and applicants' areas of residence because priority will be given to those from the Pacific Northwest.

A committee comprising faculty members of the School of Librarianship and the consultant staff of the Washington State Library will review all applications and will submit recommendations to the Director of the School of Librarianship, who will make final selection of participants.

(Brochure)

APPENDIX A

STIPEND

A stipend of $75.00 per week, plus $15.00 per week for each dependent, will be given each participant during the institute. Although participants are exempt from payment of all tuition and regularly required fees, they must pay their own travel expenses, must furnish necessary books and supplies, and must provide their own board and room.

LOCATION

The institute will be conducted on the University of Washington's campus. Arrangements have been completed for participants to live in University residence halls. The per-person cost for a double room and all meals during the one-week institute will be $35.75; for a single room, $43.25.

STAFF

The institute's staff will include faculty members from the University's departments of Psychology and Sociology and specialists in self-help cooperatives, in community action programs, and in basic adult education, with librarian-innovators and representatives of the Unreached themselves also present. Directing the institute will be Dr. Irving Lieberman, director of the University's School of Librarianship.

Cover photos courtesy of Seattle Post-intelligencer

PROGRAM FOR SESSION I AND SESSION II

		Morning	Afternoon
Monday	INITIATION	Background: Who are the Unreached? Panel and interaction with psychologist, sociologist, and social worker	Cultural heritage exploration, including visual and aural means Film interludes
Tuesday	EXPERIENTIAL INVOLVEMENT	Confrontation: The concept of library service, as seen by spokesmen of Unreached groups	Role-playing of library and life situations, with comments by morning panel
Wednesday	RESOURCES FACE THE CHALLENGE	The self-help approach The anti-illiteracy approach	The agency approach: Panel of involved agency personnel—OEO, state multiservice centers, CAP, VISTA, etc.
Thursday	STRUCTURED LIBRARY RESPONSE	Examples of successful national programs, with audience interaction and discussion of concept of library service	Continuation of out-of-state programs, by telephone relay from other library innovators; description of Pacific Northwest programs
Friday	CONSTRUCTIVE PARTICIPANT REACTION	Short analyses of sources of funding and of effective publicity with the Unreached; participant reaction to presentation and to problems	Ideas—what can we do? Recommendations and evaluation

APPENDIX A

REQUEST FOR APPLICATION FORM

Please type or print

Detach and mail immediately. Completion of this form does not constitute an application, but is only a request for application forms. Completed application forms must be postmarked not later than April 21, 1969.

RETURN TO:
University of Washington
Institute for Advanced Study for Librarians
Libraries and the Unreached
Irving Lieberman, Director
Seattle, Washington 98105
Phone (206) 543-1794

Name____________________

Street____________________

City__________State__________ZIP Code__________

Name of library at which presently employed____________________

Address____________________

Position____________________

NOTE: Preference in selection will be given those applicants from libraries whose service staff will be represented at the first session and whose administrative staff will be represented at the second session. If more than two application forms are needed, please provide the necessary information (the same as that requested above) on a separate sheet.

REQUEST FOR APPLICATION FORM

Please type or print

Detach and mail immediately. Completion of this form does not constitute an application, but is only a request for application forms. Completed application forms must be postmarked not later than April 21, 1969.

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University of Washington
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Irving Lieberman, Director
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Name____________________

Street____________________

City__________State__________ZIP Code__________

Name of library at which presently employed____________________

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Position____________________

NOTE: Preference in selection will be given those applicants from libraries whose service staff will be represented at the first session and whose administrative staff will be represented at the second session. If more than two application forms are needed, please provide the necessary information (the same as that requested above) on a separate sheet.

(Brochure)

APPENDIX A

University of Washington
School of Librarianship
Institute for Advanced Study for Librarians

LIBRARIES AND THE UNREACHED

Number of brochures sent out by State

Alabama	2
Alaska	5
Arkansas	3
Arizona	2
California	6
Colorado	3
Connecticut	2
Delaware	2
Florida	3
Georgia	4
Hawaii	2
Idaho	118
Illinois	8
Indiana	3
Iowa	2
Kansas	3
Kentucky	3
Louisiana	3
Maine	2
Maryland	3
Massachusetts	3
Michigan	5
Minnesota	2
Mississippi	2
Missouri	3
Montana	8
Nebraska	2
Nevada	2
New Hampshire	2
New Jersey	2
New Mexico	1
New York	10
North Carolina	2
North Dakota	1
Ohio	4
Oklahoma	2
Oregon	16
Pennsylvania	4
Rhode Island	2
South Carolina	2
South Dakota	1
Tennessee	2
Texas	7
Utah	1
Vermont	1
Virginia	3
Washington	169
West Virginia	1
Wisconsin	3
Wyoming	1
Canada	3
Washington, D.C.	1
	444

APPENDIX A

ERIC/CLIS Note:
Appendix B material in original report not reproduced here. Material included the following newspaper articles:

- Librarian Institutes Set for Summer, University of Washington Daily, February 5, 1969.
- Library Institutes May Help Service to Minorities, Aurora-Shoreline Journal, March 12, 1969.
- Library Institute to Discuss Service, University of Washington Daily, August 7, 1969.
- Library Services to be Discussed, Seattle Post-Intelligencer, August 8, 1969.
- Libraries Criticized for Lack of 'Outreach', Mary Elayne Dunphy, The Seattle Times, August 20, 1969.

APPENDIX B

FORM LETTERS

The items listed below were forwarded to the Office of Education in November, 1969, as part of Appendix C of the Institute report. Copies of these items are available in the permanent file of the School of Librarianship at the University of Washington.

1. Two replies to initial inquiries, one giving general information and the other setting ahead the date on which they would be informed if they had been accepted.
2. Letter of regret.
3. Letters of acceptance for each of the two sessions enclosing stipend application form.
4. Letter to alternates.
5. Letter to participants who accepted, enclosing housing reservation form, U.W. appointment form and suggested bibliography for advance reading.
6. Letter to participants enclosing preliminary schedule, and requesting biographical data and reply stating hopes as to objectives and outcome of Institute, and individual strengths in the subject areas.
7. Letter requesting participants to arrive on campus Sunday afternoon for orientation session and supper at the Director's home.
8. Acknowledgement of presence of participant at Institute.
9. Request for written evaluation of Institute sent after close of sessions, including particularly ideas for implementing principles of Institute.
10. Follow-up letter to those who had not answered above letter several weeks later.
11. Memoranda to University administrative staff with information on the Institute.
12. Memorandum to Institute faculty and staff (some of whom did not appear in person) enclosing material useful to them in their presentations.

UNIVERSITY OF WASHINGTON
School of Librarianship
Seattle, Washington 98105

Institute for Advanced Study for Librarians
Libraries and the Unreached
August 11-15, 1969

Session I

PARTICIPANTS' BIOGRAPHICAL INFORMATION

BASHAW, GLAIDETH C.

Home: 1907 N. Prospect, Tacoma, Washington 98406 — One dependent

Library: Tacoma Public Library, 1102 S. Tacoma Avenue, Tacoma, Wash. 98402

Educ:			
University of Washington	Home Economics	BS	1940
University of Washington	Librarianship	MLS	1957

Exp:	
Head, Literature and Young Adult Department, Tacoma Public Library	1968 - to date
Institutional Library Services, Division of Juvenile Rehabilitation, Washington State Library	1966 - 1968
Librarian, Children's Department, Tacoma Public Library	prior to 1966

BERG, LILLIAN

Home: 1701 East Reserve, Vancouver, Washington 98661 — No dependents

Library: Fort Vancouver Regional Library, 1007 East Mill Plain Blvd., Vancouver, Washington 98663

Educ:			
St. Helen's Hall Junior College			1935-36
University of Washington	English Literature	BA	1941
University of Washington Lib. School	Library Science	BA	1943

Exp:	
Head, Rural Extension Service, Fort Vancouver Regional Library	1967 - to date
Periodical Librarian, Lewis and Clark College Library	1962 - 1967

***BORGE, SARA E.**

Home: 136 - 18th Avenue, N.W., Great Falls, Montana 59401 — No dependents

Library: College of Great Falls Library, 1301 - 20th Street, South Great Falls, Montana 59401

Educ:			
Augsburg College	English	BA	1939
University of Montana	Library	9 cr.	1968

Exp:	
Acquisitions Librarian, College of Great Falls Library	1967 - to date
English teacher, Shelby Montana Junior High School	1961-1967

*Married

BRADPHER, ELAINE M.

Home: 3973 N. Montana Avenue, Portland, Oregon 97227 No dependents

Library: Library Association of Portland, 801 S.W. 10th Avenue, Portland, Oregon, 97205

Educ: Washington Business Institute of New York, N.Y. Secretary diploma 1942

Exp: Library Association of Portland 1968 - to date
Librarian, Urban Training Center, Chicago, Ill. 1964 - 1968

BRADY, SISTER ELIZABETH

Home: 2401 "H" Street, N.W., Washington, D.C. 20001 No dependents

Library: Federal City College Media Center, 425 Second Street, N.W., Washington, D.C.

Educ: Immaculate Heart College BA 1941
Immaculate Heart College Teaching Credential 1942
Immaculate Heart Graduate School of Library Science MA 1960

Exp: Selections Coordinator, Federal City College Media Center 1968 - to date
CAP Assistant, Administrative Assistant, Inner City Branch, Enoch Pratt Free Library 1967 - 1968
Reference Librarian, Immaculate Heart College Library 1960 - 1967
Exchange Librarian in Reference - Xavier University, New Orleans

***CASH, WILLIAM T. III**

Home: 2927 E. Brown, Fresno, California 93703 One dependent

Library: Fresno County Free Library, 823 Waterman Street, Fresno, Calif. 93706

Educ: Florida State University History BA 1963
Florida State University Social Studies Ed. none 1964-65
Emory University Librarianship MLS 1968

Exp: Librarian I, Fresno County Free Library 1968 - to date
Peace Corps Volunteer, Liberia, West Africa 1965 - 1967
Taught junior high school level English, science, geography. Also worked with adult illiteracy programs.

*Married

***ERVIN, NATALIE N.**

Home: 510 - 172nd Avenue, N.E., Bellevue, Washington 98004 No dependents

Library: Bellevue Public Library, 11501 Main Street, Bellevue, Washington 98004

Educ:

Colorado Woman's College (now called Temple Buell)	Interior Decoration	AA	1948
University of Hawaii	summer session		1948
San Jose State College	Interior Decoration	BA	1950
University of Washington	Librarianship	currently enrolled	

Exp: Reference Service, Bellevue Public Library

FARRELL, SISTER BEATRICE MARIE

Home: 2021 S. Weller Street, Seattle, Washington No dependents

School: Instructor in Library Science, Ft. Wright College, Spokane, Washington

Educ:

Holy Names College (Wash.)	Education	BA	1950
Rosary College (Ill.)	Library Science	MA	1965

Exp:

Instructor in Library Science, Ft. Wright College, Spokane, Washington	1968 - 1969
Consultant for schools of her religious order throughout State of Washington	1967 - 1968
Librarian, Immaculate High School, Seattle, Washington	1965 - 1967

***FERGUSON, DOROTHY G.**

Home: 14416 N.E. 16th Place, Bellevue, Washington 98004 No dependents

Educ:

University of Washington	Anthropology	BA	1951
University of Washington	Librarianship	M. Libr.	1969

Exp: Recent Librarianship Graduate

***FULLER, JOYCE F.**

Home: 510 S. Cushman, Tacoma, Washington 98405 No dependents

Library: Pierce County Rural Library District, 2356 Tacoma Avenue S,Tacoma, Wash.

Educ:

University of Oregon	English	BA	1950
University of Washington	Librarianship	BSLS	1951

Exp: Audio Visual Librarian, Pierce County Public Library (Washington)

*Married

*CHARVET, PIERRE E.

Home: East 328 Lacrosse, Spokane, Washington 99207 Four dependents

Library: Spokane Public Library, 100 Shadle Center, Spokane, Wash. 99205

Educ:	Gonzaga University	Philosophy	AB	1941
	Gonzaga University	Science	BS	1941
	Gonzaga University	Business Ed.	Ed	1960
	University of Washington	Librarianship	M. Libr.	1961

Exp:	Branch Librarian, Shadle Branch, Spokane Public Library	1962 - to date
	Bookmobile, North Central Regional Library	1961 - 1962

*CHRISTENSEN, ROWENA B.

Home: 911 6th Avenue, Quincy, Washington 98848 No dependents

Library: North Central Regional Library, 310 Douglas St., Wenatchee, Wash. 98801

Educ:	Central Washington College of Education	Pre-major	1937
	University of Washington	Geology	1938-39

Exp: Special Projects, Reference Department, North Central Regional Library, Wenatchee, Washington
Branch Librarian, Quincy, Washington (NCRL)

*EMMERT, BETTY

Home: 1611 McClellan Drive, Klamath Falls, Oregon 97601 Four dependents

Library: Klamath County Library, 126 South Third Street, Klamath Falls, Oregon 97601

Educ:	Oregon State University	Agricultural Journalism	BS	1956
	University of Oregon	Library Science		Fall 1968

(attended as a participant in the Community Librarians Trng. Prgm.)

Exp:	Information and Technical Services Librarian, Klamath County Library	July 1969 - to date
	Cataloger, Klamath County Library	1956 - 1969

*Married

***GEORGE, EMMA LOU**

Home: 1507 Mahan, Richland, Washington 99352 No dependents

Library: Pasco Public Library, 1320 W. Hopkins, Pasco, Washington 99301

Educ: Pullman High School Eng./Art/Hist. diploma 1943

Exp: Secretary/Bookkeeper, Pasco (Washington) Public Library
Interim Parish Secretary, Richland Luthern Church, Richland, Wash. 1958-59

HANFELDER, NANCY

Home: 3133 Central Street, Evanston, Illinois 60201 No dependents

Library: Evanston (Illinois) Public Library, 2026 Central Street, Evanston, Illinois 60201

Educ: Washington University, St. Louis 1961
Northwestern University Comparative Lit.
Education BS in
Political Science Educ. 1964
University of Illinois Library Science MLS 1966

Exp: Branch Librarian, Evanston (Illinois) Public Library 1966 - to date
Assistant Librarian (Cataloging and Reference) Lake Forest College, Lake Forest, Illinois 1966
Half-time Assistantship, City Planning and Landscape Architecture Library, University of Illinois 1965

HELLAND, IRENE

Home: 601 N. Second Street, Yakima, Washington No dependents

Library: Yakima Valley (Washington) Regional Library, 102 N. Third Street, Yakima, Washington 98901

Educ: Augsburg College English and languages BA 1928
University of Minnesota Library Science BLS

Exp: Librarian in charge of adult services, Yakima Valley Regional Library
VISTA group
MDTA classes, including book discussion groups with Skill House (women being trained for domestic, motel and nursing home jobs)
Basic Education groups
Cooperation with Mary Wallace in LARK programs
Bookmobile schedule biweekly to Southeast neighborhood (mixed neighborhood)

*Married

HENDERSON, DOUGLAS M.
Home: 1105 Newport Way, Seattle, Washington 98122 No dependents

Library: Summit IRC (Seattle Community College) 1415 Summit Avenue,
Seattle, Washington 98122

Educ: University of Washington English Lit. BA 1952
Western Washington State College Education BA 1954
University of Washington Librarianship MA 1959

Exp: Head Librarian of Summit IRC, Seattle Community College, Seattle, Washington 1966 - to date
Librarian, Seattle Public Schools 1964 - 1966
Librarian, U.S. Air Force, Woodbridge, Suffolk, Eng. 1962 - 1964
Librarian, Seattle Public Schools 1957 - 1962

***JOSHI, IRENE M.**
Home: 1714 N.E. 58th Street, Seattle, Washington 98105 No dependents

Educ: University of Washington Political Science BA 1956
University of Washington Librarianship M. Libr. 1969

Exp: Temporary Library Cataloguer, Seattle Public Schools
Recent Librarianship Graduate

***LEVICK, NYDIA**
Home: 1422 S. Cedar Street, Port Angeles, Washington 98362 No dependents

Library: Clallam County Library, 2210 S. Peabody Street, Port Angeles,
Washington 98362

Educ: Roosevelt High School (Port Angeles) diploma 1936

Exp: Clallam County Library 1957 - to date

***MADDEN, SUSAN B.**
Home: 4454 S.E. Milwaukie Avenue, Portland, Oregon 97202 No dependents

Library: Clackamas County Public Library, 999 Library Court, Oregon
City, Oregon 97045

Educ: University of Portland English BA 1966
University of Denver Library Science MALS 1967

Exp: Reference Librarian, Clackamas County (Oregon) Public Library 1967 - to date
Assistant to the Dean, University of Denver (Colorado) Library School 1966 - 1967
Student Page/Cleric, Portland (Oregon) Public Library, Hollywood Branch 1963 - 1966

APPENDIX D

*Married

***MEURER, DOROTHY R.**
Home: 100 East Front Street, Lynden, Washington 98264 No dependents

Library: Lynden Grade School Library, Lynden, Washington

Educ: University of California at Los Angeles, one quarter 1929
Western Washington State College Social Studies BS 1955
Western Washington State College Library minor 5th yr. 1962

University of Washington (summer) 1953 - 1954

Exp: School Librarian, Lynden (Washington) Grade School

MOYNIHAN, PATRICIA A.
Home: 500 South State Street, Apt. D, Bellingham, Washington 98225
No dependents
Library: Whatcom County Public Library, 300 Grand Avenue, Bellingham, Washington 98225
Educ: University of Washington Music BM 1951
University of Washington Librarianship M. Libr. 1955
Exp: Order-Catalog Librarian, Whatcom County (Washington) Public Library 1961 - to date
Assistant Reference and Branch Librarian, Bellingham (Washington) Public Library 1955 - 1961

MULHOLLAND, MARIE M.
Home: Route 1, Box 3259, Florence, Oregon 97439 Three dependents

Library: Siuslaw High School Library, School District No. 97-J, Florence, Oregon 97439

Educ: University of California at Los Angeles Engineering 1944 - 1946
University of Oregon Education (Lib.) BS 1961
University of Oregon Library MLS 1967

Exp: District head, School District 97-J (Oregon) 1967 - 1969
Librarian, Siuslaw High School

NAPPER, MARJORIE E.
Home: 295 15th N.E., Salem, Oregon No dependents

Library: Oregon State Library, State Library Building, Salem, Oregon 97310

Educ: University of Wisconsin American History BS 1958
University of Wisconsin Library Science MLS 1959

Exp: Oregon State Library 1968 - 1969
VISTA Volunteer in Alaska 1966 - 1967
Brooklyn Public Library 1959 - 1964

*Married

***SAMETH, THELMA M.**
Home: 12602 N.E. 6th, Bellevue, Washington 98004 No dependents

Educ: Hunter College Biology BA 1948
University of Washington Librarianship M. Libr. in 1970

Exp: Currently enrolled Librarianship student

***STOUGH, MARY L.**
Home: Route 2, Box 732, Chehalis, Washington 98532 Three dependents

Library: Timberland Regional Library, 7th and Franklin, Olympia, Wash. 98501

Educ: Mount St. Scholastica College English BA 1947
University of Southern Calif. Library Science MA 1953

Exp: Coordinator of work with children, Timberland Regional Library (Washington) 1968 - to date
Children's Librarian, Centralia (Washington) Public Library 1964 - 1968
Coordinator, Lewis County Demonstration 1964 - 1968
Worked in several areas of Timberland region with Juvenile Coordinator

***SULLIVAN, KATHLEEN S.**
Home: 2221 East Newton Street, Seattle, Washington 98102 Four dependents

Library: King County Library System, 1100 East Union Street, Seattle, Washington 98122

Educ: University of Washington English Lit. BA 1948
University of Washington Librarianship MLS 1968

Exp: Area Librarian for children's services, King County Library System Jan. 1969 - to date

SULLIVAN, SISTER M. ANN CORNELIA
Home: 802 - 16th Avenue, Seattle, Washington 98122 No dependents

Library: Immaculate Grade School Library, 810 - 18th Avenue, Seattle, Washington 98122

Educ: Seattle University Education BA 1960
Marylhurst College (Oregon) 1960 - 1962
College of the Holy Names (Wash.) Summer 1963 - 1968

Exp: Teacher, Grades 3 and 4, Immaculate Grade School currently
Teacher, Grade 3, Holy Family School, Auburn, Wash.
(setting up central libraries at both schools)

*Married

TAKAHASHI, SUMI
Home: 2437 S. Spencer, Seattle, Washington 98108 — No dependents

Educ:

Seattle University	Mathematics	BS	1960
University of Washington	Librarianship	ML	1962

Exp:

Circulation Librarian, Lewis and Clark College, (Oregon)	1967 - 1969
Assistant Reference Librarian, Seattle University (Washington)	1966
Science Librarian, Oakland University (Michigan)	1965 - 1966
Assistant Reference Librarian, C.S. Mott Library (Michigan)	1963 - 1965
Circulation Librarian, C.S. Mott Library	1962 - 1963

***TOMISSER, RITA K.**
Home: Route 4, Box 4052, Wapato, Washington 98951 — No dependents

Library: Wapato High School Library, District #207, Wapato, Washington 98951

Educ:

Everett Junior College	Music	AA	1960
Spokane Valley Community College			1962
Western Washington State College		Summer	1964 and 1966
Central Washington State College			1968

Exp:

Wapato High School Library	1964 - to date
Supervisor, New York City Schools	

WALLACE, PATRICIA G.
Home: 827 Fir Street, Edmonds, Washington 98020 — Two dependents

Library: Shoreline Community College Library, 16101 Greenwood Avenue North, Seattle, Washington 98133

Educ:

Pacific University	Speech	BA	1952
University of Oregon	Librarianship		1961
University of Washington	Librarianship	MLS	1966

Exp:

Circulation Librarian and coordinator of student personnel for Instructional Materials Center, Shoreline Community College (Washington)	1966 - to date
Student, University of Washington School of Librarianship	1965 - 1966
Librarian and Speech Teacher, Willamina Union High School, (Oregon)	1960 - 1965

*Married

***WARSHAL, SANDRA**

Home: 311 - 12th East , Seattle, Washington 98102 (no stipend - received Univ. credit)

Library: Washington Junior High School, Seattle, Washington

Educ:				
	Universita di Firenze	Arts		1967
	University of Washington	English	BA	1968
	University of Washington	Librarianship	MLS	1969

Exp: Field Work, Yesler Branch, Seattle Public Library (Washington)

WHITMORE, JANICE A. No dependents

Home: Pocatello Heights #1-C, Pocatello, Idaho 83201

Library: Pocatello Public Library, 812 E. Clark Street, Pocatello, Idaho 83201

Educ:				
	Boise State College	Gen. Business		1960 - 1962
	Idaho State University	English	BA	1965
	Rutgers University	Library Service	MLS	1966 - 1969
	University of Washington	(transferred to Rutgers)		1969

Exp:		
	Head of Adult Services, Pocatello Public Library	April 1969 to date
	Consultant for Young Adult Services, Idaho State Library Boise, Idaho	1968
	Assistant Librarian, Economic Research Library, Security First National Bank (California)	1965 - 1967

WILLIAMS, DORTHA A.

Home: Star Route, Box 646 B, Marysville, Washington 98270 Three dependents

Library: Everett Community College Library, 801 Wetmore Avenue, Everett, Washington 98201

Educ:				
	West Texas State College	English	BA	1956
	University of Nevada		Summer	1959
	University of Washington	Librarianship	M. Libr.	1967

Exp:		
	Circulation and Reference Librarian, Everett Community College	1969 - to date
	Classroom Teacher, Renton Public Schools (Washington)	1964 - 1966
	Classroom Teacher, Yakima Public Schools (Washington)	1963 - 1964
	Classroom Teacher, Moses Lake Public Schools (Wash.)	1961 - 1962
	Classroom Teacher, Yerington Public Schools (Nevada)	1959 - 1960

*Married

* WOOD, ANN R.

Home: East 2910 13th Avenue, Spokane, Washington 99202 No dependents

Library: Spokane County Library, East 11811 First Avenue, Spokane, Washington 99206

Educ: University of Colorado Psychology BA 1940
University of Denver Library Science BS in LS 1941

Exp: Extension Coordinator, Spokane County Library 1969 - to date
Volunteer work in rural area, Colville, Washington 1965 - 1969
Science Librarian, Northwestern University (Illinois) 1962 - 1965

WRIGHT, AUDREY J.

Home: 710 - B - 26th Avenue, Seattle, Washington 98122 No dependents

Library: Yesler Branch, Seattle Public Library, 2300 East Yesler Way, Seattle, Washington 98122

Educ: Seattle University English Lit. 1964-1966
University of Washington English Lit. BA 1968
University of Washington 1966 - to date

Exp: Yesler Branch Library, Seattle Public Library (Washington)

UNIVERSITY OF WASHINGTON
School of Librarianship
Seattle, Washington 98105

Institute for Advanced Study for Librarians
Libraries and the Unreached
August 18-22, 1969
Session II

PARTICIPANTS' BIOGRAPHICAL INFORMATION

BLOOMFIELD, ROSEMARY J. — No dependents
Home: Apt. A, Madison Manor, 8th & Fir, Mt. Vernon, Wash. 98273

Library: Sno-Isle Regional Library, P.O. Box 157, Marysville, Wash., 98270

Educ.: Loughborough School of Librarianship (England)
Washington State Certification of Librarianship, 1966

Exp.: Sno-Isle Regional Library, Supervisor of Community Libraries — 1967 to date
Pierce County Library, Reference Librarian — Prior to 67
Norfolk County Library, Norwich, England, Branch Librarian — Prior to 67
Yakima Valley Regional Library, Adult Services Librarian — Prior to 67

BOHANNAN, WILLIAM J.
Previous employment address: Dept. of Education, Central Wash. State Coll., Ellensburg, 98926 — No dependents

Present employment address: Dept. of Education, Washington State University, Pullman, Wash., 99163

Educ.: Georgia Southern University, B.S. Ed., 1955
Peabody College, M.A. English, 1960; M.A. Lib.Sc., 1963

Exp.: Asst. Prof., Dept. of Educ., W.S.U., Pullman, Wn. — 1969 to date
Mehlville School District, St. Louis, Mo, Libr. — 1966-69
University of Kentucky, Library — 1965-66
Peabody College, Nashville, Tenn. — 1962-63

BORDEN, MARY FRANCES
Home: 3827 - 101st St., S.W., Tacoma, Wash. 98499 — One dependent

Library: Tacoma Public Library, 1102 Tacoma Ave. S., Tacoma, Wash. 98499

Educ.: University of Washington, B.A., History, 1943
University of Washington, B.A., Libr., 1944

Exp.: Tacoma Public Library, Assistant Director — 1955 to date

BOWEN, EVELYN T.
Home: 2456 Marine Drive, Bremerton, Wash. 98310 — No dependents

Library: Kitsap Regional Library, 612 Fifth Street,
Bremerton, Washington

Educ.: University of Minnesota, B.S. Lib.Sc., 1929

Exp.: Director of Kitsap Regional Library

CARYL, DELMAR H.
Home: 15631 - 75th Place W., Edmonds, Wash. 98020 — One dependent

Library: Everett Community College, 801 Wetmore, Everett,
Washington 98201

Educ.: Eastern Washington College, Cheney, B.A. Ed., 1940
University of Washington, B.A. Libr. 1945

Exp.: Library Director, Everett Community College — 1966 to date
Assistant Librarian, Everett Junior College — 1950-1966

DENTON, FRANCIS D.
Home: 14654 - 8th Ave. S.W. Seattle, Wash. 98166 — Three dependents

Library: Seattle Community College, 1718 Broadway,
Seattle, Wash. 98122

Educ.: St. Martin's College
University of Puget Sound, B.A. Ed., 1951; B.Ed., 1955;
M.L., 1964

Exp.: Director of Instructional Resources, Seattle
Community College — 1966 to date
Assistant Librarian, Highline College — 1964-1966

DOWNEY, MARY I.
Home: 1740 N.E. Irving, Portland, Oregon 97232 — No dependents

Library: Library Association of Portland, 801 S.W. 10th Ave.,
Portland, Oregon 97205

Educ.: Willamette University, B.A., English, 1941.
University of Washington, B.A., Librarianship, 1942

Exp.: Head Extension Services, Library Association of Portland

ELSE, CAROLYN J.
Home: 1414 N. Alder, Tacoma, Wash. 98406 — Two dependents

Library: Pierce County Library, 2356 Tacoma Ave. S., Tacoma 98402

Educ.: Stanford University, A.B., Psychology, 1956
University of Washington, M.L.S., 1957

Exp.: Director, Pierce County Library — 1965 to date
Branch librarian, Pierce County Library — 1963-1965

APPENDIX D

FENSKE, RACHEL E.
Home: Box 2614, Boise, Idaho 83701 No dependents

Library: Boise Public Library, 815 Washington, Boise, 83702

Educ.: University of Wisconsin, River Falls, B.E., English, 1936
University of Minnesota, B.S.L.Sc., 1939

Esp.: Extension Librarian, Boise Public Library 1965 to date
Extension Librarian, Idaho State Library 1960-1965

FRIEND, DAVID S.
Home: 320 Flamingo Drive, Pocatello, Idaho 83201 Three dependents

Library: Pocatello Public Library, 812 E. Clark, Pocatello, 83201

Educ.: Indiana University, B.M., Music, 1954
Florida State University, M.S.L.S., 1959

Exp.: Director, Pocatello Public Library and Gateway Regional Reference Center 1967 to date
Head Librarian, Frankfurt (Ind.) Community Public Library 1965-1967

GERHARDT, STEPHEN L.
Home: 20205 - 84th W., Edmonds, Washington 98020 Three dependents

Library: Shoreline Community College, 16101 Greenwood Ave. N., Seattle 98133

Educ.: Cascade College, B.A, Educ., 1952
University of Washington, M.L.S., 1965

Exp.: Director of Instructional Materials, Shoreline Community College 1966 to date
Librarian, Shoreline Community College Prior to 1966

GREEN, MARY F.
Home: 2020 Davison, Richland, Washington 99352 No dependents

Library: Pasco Public Library, 1320 W. Hopkins, Pasco 99301

Educ.: University of Oregon, B.A., Music, 1952
University of Washington, M.L.S., 1965

Exp.: Reference librarian, Pasco Public Library 1965 to date

HAKE, SHIRLEY D.
Home: 510 Avenue B, Billings, Montana 59102 No dependents

Library: Billings Public Library, 510 N. Broadway, Billings

Educ.: University of Washington, B.A., English, 1951
University of Washington, M.L.S., 1953

Exp.: Librarian, Billings Public Library 1965 to date
Field Librarian, Idaho State Library 1962-1965

HELLYER, LINDA

Home: 500 East Myrtle Street, Bellingham, Wash. 98225 — No dependents

Library: Whatcom County Rural Library, 300 Grand Avenue,
Bellingham, Wash. 98225

Educ.: University of Washington, B.A., English, 1937
University of Washington, B.A.L.Sc., 1938

Exp.: County Librarian, Whatcom County Rural Library

HODGES, HOPE

Home: 309 S. Ennis St., Port Angeles, Wash. 98362 — No dependents

Library: Clallam County Library, 2210 S. Peabody St.,
Port Angeles, Wash., 98362

Educ.: University of Toronto, B.A., 1928
University of Washington, B.S.L.Sc.

Exp.: County librarian of the Clallam County Library

INGALLS, DONALD E.

Home: 5136 Redmond Road, Cheyenne, Wyoming 82001 — Six dependents

Library: Wyoming State Library, Supreme Court & State
Library Building, Cheyenne, Wyoming.

Educ.: University of Wyoming, B.S., Math, 1957
University of Wyoming, M.Ed., 1966

Exp.: Wyoming State Library, Cheyenne, Wyoming
Wyoming Girls School, Sheridan, Wyoming

JOHNSON, FLORENCE

Home: South 1428 Maple, Spokane, Washington 99203 — No dependents

Library: Spokane Public Library, West 906 Main Avenue,
Spokane, Wash., 99201

Educ.: University of Idaho, B.A., History, 1937
University of Washington, B.A.L.Sc., 1938

Exp.: Assistant City Librarian, Spokane Public Library — 1965 to date
Spokane County Rural Librarian — 1960-1964

KARCZAG, EDNA R.

Home: 309 Washington St., Klamath Falls, Ore. 97601 — Two dependents

Library: Klamath County Library, 126 S. Third St., Klamath Falls 97601

Educ.: Maryville College (Tennessee), A.B., German, 1941
University of Michigan, A.B.L.S., 1942

Exp.: Library Director, Klamath County Library — 1963 to date

MOORES, MARJORIE J.
Home: 16412 SE 9th St., Bellevue, Wash. 98004 No dependents

Library: King County Library, 1100 East Union, Seattle, 98122

Educ.: Washington State University, B.A., 1933
University of Michigan, B.A.L.S., 1936

Exp.: Coordinator of Adult Services, King County Library System 1967 to date
Area Librarian, King County Library System 1962-1967

MORRISON, LOUISE E.
Home: Rt. 11, Box 430-B, Olympia, Washington 98501 No dependents

Library: Timberland Regional Library, 7th and Franklin, Olympia, Wash. 98501

Educ.: University of Puget Sound, B.A., 1961
University of Washington, M.L.S., 1962

Exp.: Director, Timberland Regional Library, Olympia 1968 to date
Director, Timberland Library Demonstration 1966-1968
Coordinator of Adult Services, Pierce County Library, Tacoma, Wash. 1965-1966

PENNINGTON, B. BLAINE
Home: P.O. Box 251, Emporia, Kansas 66801 No dependents

Library: Department of Librarianship, Kansas State Teachers College, 1200 Commerical St., Emporia, 66801

Educ.: University of Missouri at Kansas City, B.A., Psych, 1957
University of Missouri at Kansas City, M.A., Psych, 1963
University of Denver, M.A., Library Science, 1964
University of Illinois, Doctoral Work, Library Science, 1967

Exp.: Asst. Prof., Dept. of Libr., KSTC, Emporia, Kansas 1968 to date
Research Associate, Library Research Center, University of Illinois 1967-1968
Reference Librarian, University of Missouri 1965-1967

PETERSON, RUTH W.
Home: 705 S. Satas, Wapato, Washington 98951 Two dependents

Library: Wapato Senior High School, Wapato, Wash. 98951

Educ.: Dickinson State, North Dakota, B.S. 1961
University of Washington, M.L.S., 1965

Exp.: Wapato Senior High School 1961 to date
Dickinson State Library 1960-1961

READING, DOROTHY T.

Home: 2635 Eastwood Avenue, Evanston, Illinois 60201 — No dependents

Library: Evanston Public Library, 1703 Orrington Ave.,
Evanston, Illinois 60201

Educ.: North Park College, A.A., 1936
Northwestern University, B.S.Ed., 1938
University of Illinois, M.L.S., 1941

Exp.: Assistant Librarian, Evanston Public Library — 1960 to date
Head, Circ. Dept., Evanston Public Library — 1943-1960

REILLY, ALICE F.

Home: 599 W. San Jose, Apt. B., Fresno, California 93704 — No dependents

Library: Fresno County Free Library, 2420 Mariposa St.,
Fresno, Calif. 93721

Educ.: University of Denver, A.B., English
University of Denver, B.S.L.S.

Exp.: County Librarian, Fresno County Free Library

SHAW, RUTH JEAN

Home: 5306 B Filbert, Great Falls, Montana 59402 — No dependents

Library: College of Great Falls Library, 1301 20th St. S.,
Great Falls, Montana 59401

Educ.: East Texas State University, B.S., L.S., 1966
University of Oklahoma, M.L.S., 1967

Exp.: Head Librarian, Adm. & Teaching, College of Great Falls — 1967 to date
Grad.Asst., Catalog & Acquis., Univ. of Oklahoma — 1966-1967

STROUP, ELIZABETH

Home: Icicle Road, P.O. Box 147, Leavenworth, Wash. 98826 — No dependents

Library: North Central Regional Library, 310 Douglas St.,
Wenatchee, Wash., 98801

Educ.: University of Washington, B.A., 1962, M.L.S., 1964

Exp.: Asst. Director & Head, Extension Services, North Central Regional Library, Wenatchee — 1968 to date
Wenatchee Area Librarian & Coordinator of Book Selection — 1966-1968

THURSTON, JUNE T.

Home: 3205 Sharon Way, Yakima, Wash. 98902 No dependents

Library: Yakima Valley Regional Library, 102 N. 3rd Rd.,
Yakima, Wash. 98901

Educ.: Washington State College, B.A., 1929
University of Washington, B.A.L.Sc., 1950

Exp.: Regional Librarian, Yakima Valley Regional Library 1965 to date
Asst. Librarian, Yakima Valley Regional Library 1960-1965

TIPTON, SALLY LOU

Home: 406 S. High Street, Oregon City, Oregon 97045 No dependents

Library: Clakamas County Library, 999 Library Court,
Oregon City, Oregon 97045

Educ.: Marylhurst College, B.A., History, 1941
University of Washington, B.A.L.Sc., 1942

Exp.: Clakamas County Librarian 1946 to date

WALSH, SISTER HELEN

Home: 802 Sixteenth Ave., Seattle, Washington 98122 No dependents

Library: Immaculate High School Library, 810 Eighteenth Ave.,
Seattle, 98122

Educ.: Rosary College at University of Portland, B.A.L.S., 1949
University of Washington, M.L.S., 1966

Exp.: Librarian, Immaculate High School, Seattle 1967 to date
Asst. Librarian, Immaculate High School, Seattle 1966-1967
Asst. Librarian, Holy Names Academy, Seattle 1964-1965

WATSON, RUTH H.

Home: 6404 E. Evergreen Blvd., Vancouver, Washington 90661 One dependent

Library: Fort Vancouver Regional Library District, 1007 East Mill
Plain Blvd., Vancouver, Washington 98663

Educ.: Reed College, B.A., 1943
University of Washington, M.A.L.Sc., 1960

Exp.: Regional Library Director, Fort Vancouver Regional
Library 1969 to date
Library Director, City of Coos Bay, Oregon 1963-1969

WATTS, HELEN R.
Home: Rt. 3, Box 186, Nampa, Idaho 83651

Library: Migrant Ministry Bookmobile, 323 - 11th Ave. S.,
Nampa, Idaho 83651

Educ.: McPherson College, Kansas
Boise State College, Idaho

Exp.: Migrant Ministry Bookmobile 1968-1969
Headstart Teacher and Medical Coordinator 1964

WELSH, JAMES A.
Home: 484 Lake Washington Blvd. East, Seattle, Wash. 98122 No dependents

Library: Yesler Branch, Seattle Public Library, 2300 E.
Yesler Way, Seattle, 98122

Educ.: University of Minnesota, B.A., Far East, 1955
University of Washington, M.L.S., 1962

Exp.: Branch Librarian, Seattle Public Library

LIBRARIES AND THE UNREACHED

September 3, 1969

Session I (36 Library Service Personnel)

Sex:
M - 3
F - 33

Age:
25-34 - 12
35-44 - 10
45-54 - 11
55-65 - 2

Geographic Distribution:
Washington - 26
Montana - 1
Oregon - 5
Wash. D.C. - 1
California - 1
Illinois - 1
Idaho - 1

Highest Degree:
Bachelor's - 10
Master's - 20

Graduate Major in Library Field:
Yes - 20
No - 0

Years in Library Field:
1-4 - 11
5-9 - 8
10-14 - 9
15-19 - 1
20-30 - 3

Public Libraries
City - 7
County & Regional - 14

Academic - 6

School - 4

State Library - 1

Students or recent graduates - 4

Session II (32 Library Administrators)

Sex:
M - 9
F - 23

Age:
25-34 - 2
35-44 - 12
45-54 - 8
55-65 - 10

Geographic Distribution:
Washington - 20
Oregon - 3
Idaho - 3
Montana - 2
Wyoming - 1
Kansas - 1
Illinois - 1
California - 1

Highest Degree:
Bachelor's - 14
Master's - 16

Graduate Major in Library Field:
Yes - 15
No - 1

Years in Library Field:
1-4 - 2
5-9 - 10
10-14 - 11
15-19 - 4
20-30 - 5

Public Libraries
City - 9
County & Regional - 14

Academic - 6

School - 2

State Library - 1

APPENDIX D

University of Washington
School of Librarianship
Institute for Advanced Study for Librarians
LIBRARIES AND THE UNREACHED

Session I August 11-15, 1969
Session II August 18-22, 1969

BIOGRAPHICAL DATA OF FACULTY

IRVING LIEBERMAN, DIRECTOR

SUSAN LATCHAW, ASSISTANT DIRECTOR

Clark Hall
University of Washington Campus

APPENDIX E

MRS. ROBERTA BYRD BARR

Biographical Data

Vice-Principal, Franklin High School, Seattle, Washington, 1968 to date.

B.A.(Soc.) University of Washington, 1958; B.A. (Elem. Educ.), University of Washington, 1959.

Career Summary

Business and Sales Promotion work, late 1940's and early 1950's; Elementary Teacher, Seattle Public School, 1960-65; Reading Improvement Teacher and Elementary Librarian, Seattle Public Schools, 1965-66; Community Liaison Coordinator, Seattle Public Schools, 1966-68.

Additional Professional Activities

"Let's Imagine," KCTS-TV in-school broadcasts; Moderator, "Face-to-Face," KCTS-TV, and later KING-TV, Storyteller Extraordinaire; Cirque Theatre Dramatic Star; Member, State Board Against Discrimination, 1966-68.

APPENDIX E

ERNEST A. T. BARTH

Biographical Data

Professor, Department of Sociology, University of Washington, Seattle, 1955 to date.

B.S. (Psychology) University of Rochester, 1950; M.A. and Ph.D. (Soc.) University of North Carolina, 1956.

Career Summary

Teaching and research in race relations at the University of Washington, 1955 to date. Principal research interests have developed around the organization and problems of the urban Negro community. Current research centers around sub-cultural differences in language behavior, the social impact of highway networks, and the effects of structural ambiguity on interracial contacts.

Additional Professional Activities

Consultant to the Seattle Public Schools, The Greater Seattle Housing Council, and the Seattle Urban League.

Publications

Monograph, Urban Desegregation: Negro Pioneers and Their White Neighbors; telecourse guide, The Negro Community; and papers, "Power Structure and the Negro Sub-Community," "The Language Behavior of Negroes and Whites," and "Changing Negro-White Relations in the United States: An Analysis and Interpretation."

APPENDIX E

MEREDITH BLOSS

Biographical Data

City Librarian, New Haven Free Public Library, New Haven, 1959 to date.

A.B. (English literature) Oberlin College, 1932; B.S.(Library Science) Columbia University, 1940

Career Summary

Director of Public Relations and then Assistant Librarian at the Hartford, Connecticut Public Library, 1940-43; Librarian, Adriance Memorial Library in Poughkeepsie, New York, 1946-48; Assistant Librarian Youngstown, Ohio Public Library, 1948-52; Assistant City Librarian of the Milwaukee Public Library, 1952-59.

Additional Professional Activities

Past president, Connecticut Library Association; Member, ALA Coordinating Committee on Library Service to the Disadvantaged; Member, Advisory Committee Library Materials Research Project, University of Wisconsin library school; Member. Advisory Committee "High John Project," University of Maryland library school.

APPENDIX E

MELVIN J. CONERLY

Biographical Data

Director of Economic Development, Tacoma Urban League, Tacoma, Washington

Two years of college, 1967-69, Tacoma Community College International Correspondence Schools.

Career Summary

Supervisor of Education - Prevention of the Tacoma Narcotics Center (OEO). Has given many lectures, discussions and seminars in regard to drug abuse and narcotic addiction; has held interaction discussion groups for the purpose of drug education in high schools, civic organizations, etc. Consultant for various colleges, universities, State, County and local institutions specifically relating to drug abuse and narcotics addiction, planning of treatment centers, drug education programs, TV panels and community workshops.

APPENDIX E

ALFRED E. COWLES

Biographical Data

Executive Secretary, Washington State Board Against Discrimination, Seattle, Washington, 1966 to date.

Graduate of San Francisco State College and Manhattan College, New York. Graduate work in counselling and guidance at Indiana State Teachers College.

Career Summary

Director, Interns In-Community Service Program of the American Friends Service Committee, San Francisco; social group worker, New York City Youth Board; Program Director, Kennedy Community Center, New York City; Community Coordinator, New York City Housing Authority; Executive Director, Grand Rapids Human Relations Commission (Michigan), 1961-66; Press Secretary, United States Senator Charles Goodell of New York, October, 1968 - February, 1969.

Additional Professional Activities

Lectures at the University of Michigan and Michigan State University, as well as professional conferences all over the country. Recipient of Alumni Award for Public Service from Manhattan College, 1966; Member, Seattle School Board, 1969.

Board of Directors, National Association of Intergroup Relations Officials; Board of Directors, International Association of Official Human Rights Agencies; Member, American Society for Public Administration; Governor's Urban Affairs Council, Washington State Commission on the Causes and Prevention of Civil Disorder; Consultant on Human Relations (ad hoc) for the Federal Government. Host-moderator of weekly television program, "It Begins With You," KCTS-TV.

APPENDIX E

KEITH DOMS

Biographical Data

Director, The Free Library of Philadelphia, as of Sept. 1, 1969.

University of Wisconsin, B.A., 1942; attended Harvard University, 1943-44; Bachelor of Library Science, University of Wisconsin, 1947.

Career Summary

City Librarian, Public Library, Concord, N.H., 1947-51; City Librarian, Grace A. Dow Memorial Library, Midland, Michigan, 1951-56; Assistant Director, Carnegie Library of Pittsburgh, 1956-63, Associate Director, 1963-64, Director, 1964-69; Visiting Lecturer, Graduate School of Library and Information Sciences, University of Pittsburgh, 1965-69.

Additional Professional Activities

Board of Visitors, Graduate School of Library and Information Sciences, University of Pittsburgh, 1968 to date; Consultant on library buildings and furnishings and long range public library planning and development; has made surveys of libraries of Greensboro, N.C., Columbia, Mo.; Norfolk, Va.; many other states and numerous Pennsylvania cities; and the State of Tennessee and the Commonwealth of Pennsylvania.

March, 1964, commissioned by the U.S. Department of State to conduct a seminar on public library development in Karachi, Pakistan; Governor's Advisory Council on Library Development, Commonwealth of Pennsylvania, 1968 to date. President, Pittsburgh Regional Library Center, Inc., 1967-69; Board of Directors, Pennsylvania Union Library Catalogue, 1965 to date; President, Pennsylvania Library Association, 1960-61; Chairman, Library Development Committee, Pennsylvania Library Association, 1962-63, 1965-67. President, Library Administration Division, American Library Association, 1963-64; Executive Board, American Library Association, 1963-67; Chairman, Committee on Freedom of Access to Libraries, American Library Association, 1966-68; Chairman, Coordinating Committee on Library Service to the Disadvantaged, American Library Association, 1968 to date; Chairman, Public Library Study Committee, Public Library Association of the American Library Association, 1968 to date. Chairman, Advisory Committee, Library Technology Project, American Library Association, 1959-62.

President, Beta Phi Mu, national honorary fraternity for librarians, 1963-64; Member of American Library Association; Pennsylvania Library Association; American Society for Public Administration; Pittsburgh Bibliophiles; Special Libraries Association; Junta Club; received Award of Merit of Pennsylvania Library Association in 1961; received Distinguished Citizen Award for Social Action of Alpha Epsilon Chapter of Delta Sigma Theta National Sorority in 1969.

Publications

Chapters in Local Public Library Administration, International City Managers' Association, 1964

A Practical Guidebook for Library Trustees, Bowker, 1964, 1969.

APPENDIX E

HARDY R. FRANKLIN

Biographical Data

Doctoral candidate, Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey, 1968 to date.

B.A., Sociology, Morehouse College, 1950; MS LS, Atlanta, 1956.

Career Summary

Brooklyn Public Library: Young Adult Librarian, 1956-57; Branch Library Service, 1957-61; Community Coordinator, 1961-65; Senior Community Coordinator, 1965-68.

Additional Professional Activities

ALA, ASD and PLA; NYLA. Member, neighborhood Council; Youth in Action; Central Brooklyn Coordinating Council; Brooklyn Friends of the Library.

APPENDIX E

JAMES A. GOODMAN

Biographical Data

Associate Professor, School of Social Work, University of Washington, Seattle, 1967 to date.

A.B. (cum laude) Morehouse College, 1956; M.S.W., Atlanta University, 1958; Ph.D., University of Minnesota, 1967.

Career Summary

Clinical Social Worker, Los Angeles City Health Department, 1958-60; Chief Social Worker, Alcoholic Clinic, Los Angeles City Health Department, 1960-62; Director of Social Services, responsible for direction and implementation of policy and programs for ten health districts, Los Angeles City Health Department, 1962-64; Part-time Field Instructor, University of Southern California School of Social Work, and Part-time Lecturer in Human Behavior and Social Environment sequence and supervising Masters research projects, University of Minnesota School of Social Work, 1964-65; Lecturer, University of Minnesota School of Social Work, 1965-66.

Additional Professional Activities

Consultant, American Institute of Family Relations; Consultant, Police Science Films, Inc., 1958-64.

Member NASW, ACSW, CSWE, Minnesota Welfare Association.

Publications

"Successfully Treating the Alcoholics," California Health, Vol. 20, No.11, 1961; "The Outpatient Clinic in Crisis Intervention," Social Work Papers: The School of Social Work, University of Southern California, Vol. 10, 1963; and "Abstracts," Social Work Abstracts, 1966-67

APPENDIX E

HAROLD S. HACKER

Biographical Data

Director, Rochester Public Library and Monroe County Library System, Rochester, New York, 1954 to date.

A.B., Canisuis College, 1937; B.L.S., University of Buffalo, 1941.

Career Summary

Director of Public Relations, Grosvenor Library (Buffalo, N.Y.), 1941-46.

Director of Public Relations, Buffalo Public Library, 1945-46.

Administrative Assistant, Grosvenor Library, 1946-47.

Deputy Director, Erie County Public Library, 1948-52.

Director, Grosvenor Library, 1952-53.

Professional Activities

Member of five state-wide library study committees:

- Governor Dewey's Committee on Library Aid, 1949
- Commissioner of Education's Committee on Public Library Service, 1956-57.
- Commissioner of Education's Committee on Reference and Research Library Resources, 1960-61
- Governor Rockefeller's Committee on Libraries, 1965
- Commissioner's Committee on Library Development, 1967 to date: Chairman.

Treasurer, Library Trustees Foundation of New York State, 1950 to date.

Active member of the American Library Association and New York Library Association (president, 1947)

Chairman, Advisory Committee of Librarians, Rochester Regional Research Library Council, 1966 to date.

Community Activities

Trustee and former President, Rochester Area Educational Television Association, operators of ETV Channel 21.

Trustee, St. John Fisher College.

APPENDIX E

SUSAN LATCHAW

Biographical Data

Consultant, Working with the Disadvantaged, Washington State Library, Olympia, Washington, 1968 to date.

B.A., University of Michigan, 1964; M.A.(L.S.) University of Michigan, 1965.

Career Summary

Detroit Public Library: Extension, branch and institutional experience in varied city neighborhoods, 1965-68; Practice teaching experience in suburban low income area, 1964.

Member, ALA, PNLA.

APPENDIX E

IRVING LIEBERMAN

Biographical Data

Director and Professor, School of Librarianship, University of Washington, Seattle, 1956 to date.

B.S., New York University, 1935; B.S.(L.S.) Columbia University School of Library Service, 1939; M.A., Columbia University, 1950; Ed.D., Columbia University, 1955.

Career Summary

Library Assistant, Public Library, Newark, New Jersey, 1935-38; Branch Library Work, Public Library, Detroit, Michigan, 1939-41; U.S. Army, 1942-46; Library Officer (U.S. Army) European Theatre of Operations, 1944-46; Head, Extension Division, Michigan State Library, 1946-48; Consulting position, State Prison of Southern Michigan, Jackson, Michigan, 1948; Consulting position, ALA, 1949; Special Assistant, Superintendent of Central Service, Executive Assistant, Public Library, Brooklyn, New York, 1949-52; Research Associate in Charge of Audio-Visual Project, University of California (Berkeley), 1952-54; Associate in Library Service, Columbia University School of Library Service, 1954-56.

Additional Professional Activities

Chairman, General Policy and Executive Committees, PNLA Library Development Project, 1956-60; Principal Investigator, Grant to the University of Washington by U.S. Office of Education on Recruitment and Training of Staff and Support of Staff Dissemination Activities at Library 21 Exhibit, Seattle World's Fair, 1962; Advisory Director, Institute of Librarianship, University of Ibadan, Ibadan, Nigeria, 1963-64; Surveyor, Public Library, City of Lagos, Nigeria, 1963-64; Member, Survey Team for Army Library Program, Headquarters, U.S. Army, Europe, June, 1964; Director and Lecturer at two one-week workshops for Army and Air Force Librarians, Headquarters, U.S. Army, Europe, August, 1964; Co-Director, NDEA Institute for School Librarians: "The School Library Supervisor in the Modern Educational Program," grant to the University of Washington by U.S. Office of Education, Summer, 1965; Director and Lecturer at one-week workshop for Army, Air Force and Navy Librarians, Headquarters, U.S. Army, Pacific, March, 1968.

Member AAUP, ASIS, ALA, DAVI, PNLA, WLA, WSASL, WDAVI

Publications

Audio-Visual Instruction in Library Education, Columbia, 1955.
Survey of the Lagos City Library, Nigeria, 1964
Editor, Proceedings of an Invitational Conference on Education for Health Sciences Librarianship, Seattle, 1968.
"The Use of Non-Print Media in Library School Instruction," in Library Education: an International Survey, ed. Larry Earl Bone, Champaign, Illinois, 1968.
Numerous articles and monographs.

APPENDIX E

MARGARET E. MONROE

Biographical Data

Professor and Director, Library School, University of Wisconsin, Madison, 1963 to date.

B.A. (English), New York State College For Teachers, 1935; B.S. in L.S., New York State College For Teachers, 1937; M.A. (English), Columbia University, 1939; D.L.S., Columbia University, 1962.

Career Summary

Public librarianship for 13 years in New York Public Library led through branch service to adults (advantaged and disadvantaged); book selection; readers' advisory service; and group discussion programs to work with the American Library Association for two years on the staff of the American Heritage Project. Left ALA to join the faculty of the new Graduate School for Library Service at Rutgers University; after nine years on that faculty, moved to University of Wisconsin to direct the Library School. Current research interests: adult reading and public library reader services.

Publications

Library Adult Education: the Biography of an Idea. Scarecrow Press, 1963.

Public Library Inner-City Service: Patterns of Staffing with Implications for Library Education. ALA, 1969 (forthcoming)

APPENDIX E

SIMON OTTENBERG

Biographical Data

Professor of Anthropology, University of Washington, Seattle, 1955 to date.

B.A. (Anthro.) University of Wisconsin, 1948; Ph.D. Northwestern University, 1957.

Career Summary

Instructor, University of Chicago, January-June, 1954; Acting Instructor, Washington State College, 1954-55; Research at Afikpo, Eastern Nigeria, 1951-53; Research at Afikpo and Abakaliki, Eastern Nigeria, 1959-60.

Additional Professional Activities

Instructor, Peace Corps Training Program, UCLA, including lectures on Nigeria; Co-Program Chairman, African Studies Association, Annual Meeting, 1963; Member, Africa Screening Committee, Foreign Area Fellowship Program (Ford), 1964-67; Member, Board of Directors, African Studies Association (U.S.), 1966 to date.

Publications

Cultures and Societies of Africa (with Phoebe V. Ottenberg, editors), Random House, New York, 1960; "Inheritance and Succession in Afikpo," pp. 33-90 in Derrett, D.M. (ed.), *Studies in the Laws of Succession in Nigeria*, published for the Nigerian Institute of Social and Economic Research by the Oxford University Press, London, 1965; "Local Government and the Law in Southern Nigeria," *Journal of Asian and African Studies*, 2:1-2, 26-43, 1967; *Double Descent in an African Society: The Afikpo Village Group*, American Ethnological Society, Monograph No. 47, University of Washington Press, 1968, in press, 315 pp.

APPENDIX E

CARLTON ROCHELL

Biographical Data

Director, Atlanta Public Library, January 1968 to date

BS, Mathematics and Economics, George Peabody College, Nashville, Tenn., 1968

MSLS, Florida State University 1961

Career Summary

U.S. Navy 1953-1957

Reference Assistant, Nashville (Tenn.) Public Library 1957-58

Special Assistant to Director, Nashville Public Library 1958-59

Director, Hattiesburg (Miss.) Public Library 1962-63

Director, Public Library of Anniston and Calhoun County (Ala.) 1963-1965

Director, Public Library of Knoxville and Knox County (Tenn.) 1965-67

Additional Professional Activities

Consultant: Various small library projects, Alabama and Tennessee. Tennessee State Library programs for Titles III, IV-A, IV-B, LSCA. Effected merger of city and county services and new central library construction in Anniston and Knoxville systems.

Community Activities

OEO Board, Anniston, Alabama; Special Citation for community development, Anniston, Ala.

Present: Advisory Board, Model Cities, Atlanta; Education Committee, Atlanta Chamber of Commerce; Citizens Advisory Committee on Urban Renewal; Advisory Board for Title IV-A, B, LSCA - Georgia State Library; working committees of Metropolitan Atlanta Council on Governments.

Lecturer: Atlanta University Library School
Emory University Library School

Member: ALA, SELA, GLA, AIPA
Various committee assignments in each

APPENDIX E

NATHANIEL N. WAGNER

Biographical Data

Associate Professor of Psychology and Obstetrics/Gynecology, Director of Clinical Training, Department of Psychology, University of Washington, July 1, 1969 to date.

B.A., Long Island University, 1951; M.A., Columbia University, 1952; Ph.D., Columbia University, 1956.

Career Summary

Supervising Clinical Psychologist, Astor Home for Children, New York, 1958-62; Visiting Lecturer, Bard College, New York, 1961-62; Assistant Professor and Chief Psychologist, Department of Psychiatry, University of Washington, 1962-66; Staff Psychologist, University of Washington Hospital Consulting Staff, 1962 to date; Associate Professor and Chief Psychologist, Department of Psychiatry, University of Washington, 1966-68; Fulbright Visiting Professor and Acting Head, Department of Psychological Medicine, Faculty of Medicine, University of Malaysia, January, 1967 to December, 1967; Associate Professor of Psychology and Psychiatry, Director of Clinical Training, Department of Psychology, July 1, 1968 to July 1, 1969.

Additional Professional Activities

Consultantships: Pius XII School, New York, 1958-62; Hyde Park School District, New York, 1960-62; VISTA, Washington, D.C., 1965-66; Veterans Administration, 1963 to date; East Side YWCA, Seattle, 1968 to date; Central Area Mental Health, 1968 to date; Planned Parenthood Center, Seattle, 1968 to date.

Member APA, AAAS, AOA, SFMH, WPA, AAUP.

Publications

"Towards a developmental theory of child psychotherapy," *Bard. Coll. Bull.*, 101:41-47, 1962; with Womack, W.M.: "Negro interviewers and white patients: The question of confidentiality and trust," *Arch. Gen. Psychiat.*, 16:685-692, 1967; "The psychiatric patient: Preventing iatrogenic complications," *Proceedings of the Third Malaysian Congress of Medicine*, vol. 3, pp. 61-63, 1967; also reprinted in the *Medical Journal of Malaya*, vol. 22, pp. 79-81, 1967; with Baker, J.Q.: "Child psychotherapy and social class," in *Current Psychiatric Therapies*, Jules H. Masserman, (ed.), Vol. VIII, New York: Grune & Stratton, 1968, pp. 18-21; "Birth order of volunteers: Cross cultural data," *J. of Social Psychology*, 74:133-134, 1968; With Townes, B.D., Lytle, C.E. and Wimberger, H.C.: "The Diagnostic consultation and rural community mental health program," *Comm. Ment. Health J.* 4:157-163, 1968.

Numerous other articles, chapters in books, book reviews and abstracts

APPENDIX E

MARY C. WALLACE

Biographical Data

Career Summary

Teaching adult basic education to clients of Vocational Rehabilitation, State of Washington, from 1960 to date. Research into new and exciting methods of teaching the three R's to adults who have either not attended school or who have been unable to learn with standardized methods. Developing and writing materials used in ABE.* Started research and teaching in ABE in 1957 and continuing to date. Conducted workshops and institutes at Northern Illinois University, University of Utah, State Department of Education of North Carolina, and many others; 3 years teaching ABE on KNDO-TV; Filmed series ("Learn for Living") on Adult Basic Education on KCTS-TV.

Additional Professional Activities

Member "Committee of 100"; Member Nominations and Elections Committee Adult Education Ass'n U.S.A.; Member National Ass'n Public School Adult Educators; Past President Northwest Adult Education Ass'n; Founder and National President Literacy for Adults and Related Knowledge (LARK).

Books Published

Literacy Instructor's Handbook (Follett); Figure It Out, Book I and II (Follett)

Publications

Numerous articles in national magazines.

*Adult Basic Education

APPENDIX E

FORMS GIVEN TO PARTICIPANTS

Forms given to participants before and during the Institute were forwarded to the Office of Education in November, 1969, as part of Appendix F of the Institute report. Copies of these items are available in the permanent file of the School of Librarianship at the University of Washington.

1. Information and suggestions for prospective applicants, including criteria used for selection.
2. Application for Admission.
3. Confidential Evaluation Form
4. Application for a Stipend
5. Request for housing reservation
6. Request for biographical information
7. Travel Information Sheet (arrival)
8. Travel Information Sheet (departure)
9. Evaluation sheet

APPENDIX F